DOCUMENT RESUME

ED 315 364 SO 020 566

TITLE	Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Selected Middle School Textbooks (Grades 5-6).
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	Jul 89
NOTE	105p.; For related document, see SO 020 565.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Evaluation Criteria; Grade 5; Grade 6; Intermediate Grades; Public Education; *Readability; *Religion; Scholarship; *Social Studies; State Surveys; *Textbook Bias; *Textbook Content; *Textbook Evaluation
IDENTIFIERS	*Michigan

ABSTRACT

Five fifth grade and five sixth grade textbooks commonly used in Michigan public schools were examined to determine the extent to which they (1) reflected the pluralistic nature of the U.S. society and also (2) showed scholarship, educational soundness, and appropriate readability. Six of eight independent and qualified educators reviewed and rated textbooks on bias; one on scholarship and religion; and one on educational soundness and readability. All ratings were done according to criteria previously developed and used by the Michigan Department of Education. This report includes a description of the study, reviewers' narrative reports, and summaries of findings and recommendations. The major findings were: (1) On the whole, the textbooks examined recognize pluralism as one characteristic of the U.S. society, and treated positively the several racial, ethnic, and religious groups, men and women, and the handicapped in the United States; (2) The textbooks were less successful in treating some groups than others (Blacks and women were included, but Native Americans of the present, Hispanics, Asians, and the handicapped were either under-represented or not portrayed clearly); (3) Fifth grade textbooks needed smoother or more coherent ways of including the various groups of our society; (4) Scholarship in fifth grade textbooks was considered at least adequate and sometimes strong; and (5) Publishers seemed to have tried to produce textbooks with readability levels suitable for students at the fifth and sixth grade levels, but with varying degrees of success. The document includes the evaluative criteria checklists used, lists of the books reviewed and the reviewers, and summaries of findings and recommendations. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY (1988):

A REVIEW AND EVALUATION OF SELECTED MIDDLE SCHOOL TEXTBOOKS

GRADES 5-6

ED315364

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JOHN M. CHAPMAN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 020566

MICHIGAN STATE BOARD OF EDUCATION

Michigan
State Board of Education

Cherry H. Jacobus
President
East Grand Rapids

Annetta Miller
Vice President
Huntington Woods

Dorothy Beardmore
Secretary
Rochester

Rollie Hopgood
Treasurer
Taylor

Dr. Gumecindo Salas
NASBE Delegate
East Lansing

Barbara Dumouchelle
Grosse Ile

Marilyn F. Lundy
Grosse Pointe

Barbara Roberts Mason
Lansing

Ex Officio Members

James J. Blanchard
Governor

Donald L. Bemis
Superintendent
of Public Instruction

50

MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY (1988):

A REVIEW AND EVALUATION OF SELECTED MIDDLE SCHOOL TEXTBOOKS (GRADES 5-6)

MICHIGAN STATE BOARD OF EDUCATION
July, 1989

ABSTRACT

Five fifth grade textbooks and five sixth grade textbooks commonly used in Michigan public schools were examined a)to determine the extent to which they reflected the pluralistic nature of the American society and also b)showed scholarship, educational soundness and appropriate readability.

Six of eight independent and qualified educators reviewed and rated textbooks on bias; one on scholarship and religion; and, one on educational soundness and readability. All ratings were done according to criteria previously developed and used by the Michigan Department of Education. Reviewers also wrote individual narrative summaries of what they found.

This report includes a description of the study, reviewers narrative reports and summaries of findings and recommendations.

The major findings are these:

A. The reviewers considered that, on the whole, these fifth and sixth grade textbooks recognize pluralism as one characteristic of the American society, and treat positively the several racial, ethnic, and religious groups, men and women, and the handicapped in the United States.

B. The textbooks were less successful, however, in treating some groups than others.

1. Textbook publishers have made clear efforts with appreciable success to include Blacks and women.

2. While decent consideration is given to Native Americans in the course of United States history, only one textbook comes close to an appropriate picture of Native Americans today. Indians in Latin America are portrayed objectively and more adequately than those in Canada.

3. Although Hispanics, most often Mexicans, are clearly present in United States history and geography textbooks, reviewers noted that their present or even historic

roles ought to be more distinct. Hispanics in textbook chapters on Latin America were considered with proper respect.

4. Asians were underrepresented. Most of the attention was given to Chinese and Japanese.

5. That the United States is a nation of immigrants is made clear in the textbooks. How the variety of immigrant groups have fared over the years is much less clear.

6. Immigrants from the Middle East are virtually ignored.

7. Although religious groups in the early part of United States history are considered respectfully, such groups go almost unmentioned in more recent history as it is presented in the textbooks reviewed. They are included in almost all discussions of Latin America and Canada.

8. Treatment of the handicapped, although not negative, is inadequate.

C. Fifth grade textbooks, except for one or perhaps two, need smoother or more coherent ways of including the various groups of our society.

D. Scholarship in fifth grade textbooks can be considered at least adequate and sometimes strong. Textbooks, except for one or two, avoided whatever might be controversial. The global/international perspectives needs to be strengthened.

E. Publishers seem to have tried to produce textbooks with readability levels suitable for students at the fifth and sixth grade, but with varying degrees of success. Most of these textbooks are heavy with facts. All include helpful aids to learning.

FOREWORD

The Michigan State Board of Education is responsible for periodically determining the degree to which social studies textbooks frequently used in Michigan schools accurately and positively reflect our pluralistic society. This report, Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Middle School Social Studies Textbooks (Grades 5-6), includes a description of one of the periodic studies conducted in compliance with the law.

The report includes a Selecting and Evaluating Textbooks: An Overview section, a Historical Review of Previous Michigan Studies, an Introduction and Description of the 1988 Study of Selected Fifth and Sixth Grade Social Studies Textbooks, Reviewers' Reports, and Summaries of Findings and Recommendations. Criteria Checklists completed by reviewers for each textbook reviewed have been compiled and will be distributed to the publishers whose textbooks were reviewed.

I wish to express my thanks to the publishers whose textbooks were reviewed for their cooperation and support for the project. It is well to remember that providing textbooks which satisfy the many divergent and extensive points of view in a pluralistic society which values local autonomy is not an easy task.

It is appropriate also to acknowledge my appreciation to local school districts for their willing assistance, Dr. Jean Fair for the excellent job she did preparing the final complete report, Dr. Grace Kachaturoff for the Historical Review section and all of the educators who gave of their time and expertise in this endeavor.

July, 1989

Donald L. Bemis

Donald L. Bemis
Superintendent of Public Instruction

TABLE OF CONTENTS

Pages

Abstract i

Foreword iii

Table of Contents iv

Selecting and Evaluating Textbooks: An Overview........................ 1

Historical Review of Previous Michigan Studies.... 5

Introduction and Description of the Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Selected Middle School Textbooks (Grades 5-6)................................ 13

Reviewers' Reports:

Reviewer #1 (Scholarship and Religion) 19
Reviewer #2 (Educational Soundness/Readability) 23
Reviewer #3 (Bias) 35
Reviewer #4 (Bias) 43
Reviewer #5 (Bias) 49
Reviewer #6 (Bias) 53
Reviewer #7 (Bias) 59
Reviewer #8 (Bias) 65

Final Summary:

Summary of Findings 71

Summary of Recommendations 77

Summary of Recommendations for Action............ 79

Appendices

-Checklists Used 83

Acknowledgements 105

SELECTING AND EVALUATING TEXTBOOKS: AN OVERVIEW

The American society is made up of many people. Held on the one hand in common bonds, our people see themselves also in various and overlapping ethnic, religious, and racial groups, as men and women, perhaps as handicapped, and in other identities as well. Education for citizenship must promote an understanding of the pluralistic nature of our society and a recognition both of our consequent cultural enrichment and of our problems and difficulties. Indeed, education for citizenship in this day and age requires an understanding of other countries along with our own, intertwined as they are in an increasingly interdependent global community. Moreover, in the course of their curricular experience, and especially in social studies, young people ought to be able to see the roles of the several groups to which they belong.

This set of ideas underlies the Michigan law requiring that social studies textbooks in public schools reflect the pluralistic character of the American society and that regular surveys and reviews should be conducted to determine the extent to which textbooks and other materials do so successfully.

Recent years have seen a reaffirmation of education, both a source and an outcome of a number of reports proposing changes and improvements. A part of this concern has focused on textbooks, indirectly or directly. Whatever the suggestions for improving education, they are expected to appear somehow in textbooks. Critical examinations of textbooks themselves have led to still other statements of needed revisions. Many teachers, schools, people in their communities are among these proponents for change. Many others, however, have learned to make the most of the textbooks they have or at least to live with them, or even to rely upon them without question. Points of view about what textbooks ought to be are in abundant supply.

There are those who maintain that in the last years textbooks have been "dumbed down," to use the current phrase. They ought to be more demanding, intellectually defensible, more challenging. There are others who say that textbooks are too difficult to read, that their conceptual loading is too heavy, and that appropriate revisions would promote rather than weaken sound learning in social studies - and other fields.

There are those who recommend that the basic framework of the social studies curriculum be history, which, it is claimed, is currently diluted as part of what is called "social studies." There are others who advocate geography as the basic framework on much the same grounds. There are still others who support a combination of history and geography as the basic emphasis. Still others, however, point to the necessity for ample attention to government, sometimes by that name, sometimes political science, sometimes as law-related education. Others support economics, or psychology, or anthropology and sociology, or the humanities. People in social studies education more often advocate some melding of these fields on the grounds that young people need the ideas of several fields. In the last two decades some groups have urged that consumer education, global education, multicultural education, law-related education, and a good many others be infused into "regular curriculum"; were all to be incorporated it would be hard to see what "regular curriculum" is to be. These advocates have a wealth of worthwhile ideas, but they are not agreed on what curriculum and textbooks ought to be.

In the eyes of some critics, textbooks are not well-written; they are neither lively nor appealing. Others maintain that supplementary books are abundant and that it is unreasonable to hold textbooks to the standards of literary quality. Some people judge textbooks by the number of helpful pictures, graphs, and the like, although, of course, an ample number add to the cost of the books.

Some critics of education, including social studies, want textbooks to include a set of facts even now commonly identifiable in the culture, but, according to these critics, not widely enough known. Others consider this position too traditional, too narrow, or too low level. Many want the accounts of textbooks expanded and more appealing while others point out overloads of facts.

Among a good many parents, teachers, and administrators is some tendency to want in textbooks what custom says should be there for some one grade level. New ideas from the fields of knowledge, or new requirements for educated people, new sorts of learning activities recommended by professional educators may seem strange. Some matters long there are kept in textbooks not because they are most significant but because people are accustomed to them. United States history (and some other areas of study) is repeated in somewhat the same form at more than one grade level, without a clear distinction in content and skills among these grade levels. Some skills in geography appear at every grade level. Textbooks too are repetitive. In classrooms textbooks are used in many sorts of ways. Offering reading for information and presumably ideas is no longer the sole function of textbooks, which now include lessons to build skills and much more. Many teachers and students use a wealth of instructional materials and activities. The students who use the textbooks vary in interests, background, and capabilities. Some textbooks are bound to be better for some

10

classrooms than others.

There is, then, considerable diversity among the views people hold about what a good textbook in social studies ought to be. Some advocate this change or that. Some are satisfied with things pretty much as they are. Textbook writers and publishers have to find enough common ground among these views to develop their textbooks.

One view, however, for which there is widespread support is that social studies textbooks must respect the pluralistic character of our society. Efforts to apply that principle require some consideration of serious issues. First, any such portrayal of society must be embedded in textbooks which promote proper educational goals, which include significant content and scholarship, and which are readable and pedagogically sound. All of these are integrally related.

There are questions about which groups to represent in the textbook and how fully. Must literally every group be mentioned? Should only large groups be treated in any depth, women who are after all slightly more than half of the population; Blacks, the largest racial minority; and other such sizable groups? Or even such small groups as Cajuns and Pakistanis? Should more attention go to those against whom discrimination has been strongest or who speak up strongly for changed roles in the life of our times? Is it as important to mention groups of people whose forbears came years ago as people who have come recently? What kinds of attention ought to go to religious affiliations? Consideration has to go to these questions and many more.

And many of the positions taken in answer to these questions carry with them the risk of offending one group or another. Many publishers and many school people want to avoid whatever leads to objections.

Just how to represent these groups poses other problems. One simple way is by inserting frequent mentions, frequent recognition of the presence of some groups in appropriate places in the narratives of ordinary textbook accounts. Still another way is to consider some few groups in depth, while stating that their experiences are typical of many. Still another more complicated way is to develop pluralism as a coherent theme running through the history of this country or its geography; and when it is appropriate, to compare and contrast this characteristic of our society with the extent to which it is characteristic of other countries. No doubt there are other ways of representing peoples.

Whatever positions are taken, the standards as it were for what is appropriate, writers and publishers and schools have to come to grips with using them in accounts of other periods in history, and of other countries, who have their own ways of life. Proper images of our present society, improperly applied, can distort proper images of the past or proper images of other countries.

It is not an easy matter to produce a textbook. Writers and publishers have to find ways to accommodate the variety of views in a textbook which schools will choose in preference to others: that is to say, a textbook which can be sold in the market. It is not an easy matter to select a textbook. Teachers and others in schools have to decide what they want most for the one they choose, in open acknowledgement that no one may have everything.

The State of Michigan does not itself identify a list of state approved textbooks. Michigan does try to offer help to publishers and schools by reviewing textbooks for bias, one aspect which is, in turn, related to other aspects of good quality. What follows in this publication is such an examination of social studies textbooks for grades five and six.

HISTORICAL REVIEW OF PREVIOUS MICHIGAN STUDIES

The Michigan Department of Education, in its role of leadership, has assumed the responsibility of assisting teachers, educators, and interest groups in trying to promote a better understanding and appreciation of the culturally diverse nature of our society.

A number of textbook studies have been conducted by the Michigan Department of Education since 1968 when they were directed by the state legislature to review periodically social studies textbook materials to ascertain their adequacy in reflecting the multi-ethnic, multi-racial, and pluralistic nature of our society, both historically and in the contemporary context. Elementary and secondary social studies textbooks, American history textbooks, junior high school civics textbooks, and secondary government textbooks have been reviewed in depth by a number of committees appointed for this task by the Department of Education. The first study was conducted in 1968 when the committee was directed by the Superintendent of Public Instruction to fulfill three goals: first, to develop a criteria against which social studies textbooks used in Michigan schools could be reviewed; secondly, to establish procedures for a fair and impartial evaluation of selected textbooks; and lastly, to make available a report reviewing the findings to administrators, publishers, teachers, and other interested persons.

Since that time, ten studies have been completed as directed by the state legislature. This study will be the eleventh one for the State of Michigan. The first report focused primarily on the treatment of minorities, the Blacks specifically, in secondary American history textbooks. Since that time the criteria has been expanded to include other aspects of textbooks which should be considered if they are to be satisfactory vehicles for teachers to use to accomplish sound educational goals and instructional objectives for citizenship education.

The charge to the reviewing committees has expanded markedly since 1968. The 1982-83 study reviewed textbooks to determine the degree to which they accurately and positively reflected the pluralistic and multicultural aspects of our society, particularly from the viewpoint of Blacks, Native Americans, Hispanics, women, the aged, and the handicapped. Too, the degree to which the textbooks accurately and positively portrayed people from other areas of the world and the concept of global interdependence and concern were considered. The treatment of areas such as Africa, East

Europe, the Middle East, Asia, Latin America, and Canada were explored critically. The degree to which the textbook materials were adequate for the needs of the highly motivated learner and the bilingual student was examined in depth. Finally, the degree to which the materials were scholarly and educationally sound was reviewed.

THE 1968 REPORT

The first report made by the Michigan State Board of Education occurred in July, 1968. Twelve secondary United States history textbooks that were in greatest use in Michigan schools were identified. These were reviewed critically in regard to their treatment of minorities by six distinguished historians specializing in American history. There was agreement among the reviewers that the textbooks avoided nearly every topic, issue, and/or event that was controversial; contained errors of omission and commission in terms of historical accuracy; and relied heavily on outdated historical research.

Not only did this report provide information about specific textbooks but it also developed standards and guidelines for the evaluation and selection of textbooks which could be used effectively by schools that were about to select new textbooks. Furthermore, the report not only included the findings of the study but also specific recommendations for local boards of education, the State Department of Education, and teacher education institutions to follow.

The 1968 reviewers developed and used guidelines which emphasized four important points. The first one involved the historical accuracy of the textbooks. They felt that the "facts" presented should be accurate, should be interpreted justly and in the light of current historical research, and that the historical accounts should be presented in such a way that they were consistent with the perceptions, attitudes, and concerns of the times. Secondly, the reviewers felt that the accomplishments and contributions of minorities should be presented realistically and accurately. The textbooks should include discussions about the role of minorities in our country, the achievements, accomplishments, and contributions of minorities, with minority persons being clearly identified as such; the struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity. They strongly felt that the textbooks should include a discussion of racism in contemporary urban society and the significance of social reform for all persons. The third area of concern was the use of the term "race". Lastly, the reviewers were concerned about the communication of values basic to the American system, implicitly and explicitly.

Their findings indicated that textbooks, in omitting momentous and important events in our history, created historical inaccuracies in the presentation of the story of our country. The opposite was also true. Oftentimes, unnecessary additional information, extraneous and judgmental, was included which created attitudinal positions. Even as today, many of the textbooks examined avoided the presentation of any conflict type of situation. In so doing, an inaccurate presentation of history and life in contemporary times was communicated to the students. The textbooks appeared to lack excitement and genuine concern for people. They appeared to relate one bland event after another. The textbooks relied upon old and outdated historical research studies and findings. Most important of all, the textbook reviewers suggested that publishers did not attempt to present the Blacks and other minorities in our society as persons of worth and dignity and as contributing members of society, entitled to justice and equality of opportunity as guaranteed to everyone in our democratic society.

1971 STUDY

For the next study in 1971, the Department of Education selected twelve secondary United States history books in greatest use in Michigan schools for review by recognized and outstanding historians. Each historian selected for the study was assigned one textbook to read and analyze. The treatment of minorities in American history textbooks was still reported as being insufficient; very little progress was noted since the first study.

They did note that publishers were beginning to be concerned about the comments directed at the textbooks by the National Council for the Social Studies, the Anti-Defamation League, the Council of Interracial Books for Children, the Racism and Sexism Resource Center for Educators, special interest groups, and other organizations. Their solution to the criticisms appears to have been to "add" and "append" to the existing textbook information about Blacks and minorities. These additions seemed to have been "afterthoughts". They were not presented as an intrinsic and integral part of the story of our country.

Textbooks still did not deal openly and honestly with controversial issues; in fact, any negative event in our nation's story was omitted or quickly passed over. There seemed to be little indication that the publishers were concerned about objectives dealing with citizenship education. Perhaps the publishers had difficulties in responding to various interest groups and messages as to the types of changes that should occur in textbooks. Some minorities were mentioned, while others were omitted. The issues of prejudice and discrimination were completely ignored.

Among a number of other suggestions the reviewers proposed that the State Board of Education continue their support of annual studies of social studies textbooks, extending their studies to focus on elementary textbooks as well as other types of social studies textbooks such as geography, world history, and economics.

1972 STUDY

The 1972 study focused on eight elementary social studies textbooks. The reviewers for this study were specialists in the general area of social studies, rather than historians. None of them, though, were elementary school teachers. The reviewers still maintained, as was the case with the earlier studies, that the textbooks did not reflect the pluralistic nature of our society, nor did they accurately and postively reflect the history and roles of various ethnic and racial groups in our society, and they further commented on the fact that textbooks did not present controversial issues in as direct a way as possible.

This third study was considerably broader in scope in several ways than any of the previous studies. As already noted, the criteria used to evaluate social studies textbooks had tended to become more inclusive. Since that time, reviewers have considered the textbooks not just in terms of "minority contributions" but in terms of how the textbooks reflect the pluralistic nature of our society in the broadest sense.

All of the textbooks were reviewed by the social studies specialist for the Department, two social studies consultants representing the school districts, an elementary education specialist from the university level, another professor knowledgeable about the contributions of Native Americans and the Jewish community, and a reading specialist familiar with Mexican-American contributions to our society.

1973 STUDY

The fourth study included fourteen upper elementary and junior high school level textbooks and eleven other textbooks classified as secondary level. Each of these textbooks was reviewed by three individuals working independently. This study included forty-six reviewers.

Twenty-seven of the names noted in the "List of Textbook Reviewers" represented college of education personnel and historians. The nineteen other reviewers were, in general, people in supervisory positions and consultants. Very few were classroom teachers. The reviewers were directed to focus their critiques on the extent to which the textbooks justly and fairly reflected the multi-ethnic, the multi

-racial, and pluralistic nature of our society.

As in previous studies, the reviewers did not feel that the publishers had sufficiently improved their instructional materials in terms of the pluralistic nature of our society, past and present. Because of this weakness, the reviewers recommended that teachers use supplementary sources of information with their students, rather than relying on a single textbook. An analysis of the ratings indicated that 69% of the textbooks were in the fair and poor categories.

1974 STUDY

In 1974, eighteen elementary and secondary American history textbooks were selected for the fifth study. The design of this study was similar to the previous one. Thirteen of the twenty-seven reviewers were historians and four were high school teachers. The other ten reviewers were consultants, educators, a school board member, a clergyman, and a nun. An analysis of the ratings indicated that 50% of the textbooks were in the excellent and good category. Twenty-six percent were in the fair category and the remainder were rated in the poor/very poor category.

1975 STUDY

Ten junior high school level civics textbooks were selected and examined by fifteen Michigan educators in the 1975 study. Six of the reviewers represented the university level, three were teachers, and five were consultants and chairpersons of social studies departments. The following criteria were developed and used by the reviewers to evaluate the textbooks:

1. The structure and operations of federal, state, and various forms of local government should be included in the content.
2. A civics book should encourage a sense of efficacy in the reader. Readers should garner a feeling of being able to do something about government on all levels.
3. The checks and balance system among the various branches of government should be evidenced along with current limitations of this practice.
4. The content of the textbook should be accurate. The successes and failures of America's governmental institutions and institutional processes should be inherent in the content.
5. The textbook should be interdisciplinary in its approach. Facts, concepts, and generalizations should be drawn from all of the social sciences.
6. The presentation should be realistic.

7. The content covered should be adequate. Adequate not only in a factual sense, but also providing opportunities for students to check out local government practices, as well as background, education and training of various governmental officials.
8. Through its total effect or tone, the textbook should convey to the students values basic to the American system that are both implicitly and explicitly stated.

The reviewers found 36% of the civics textbooks examined in this study to be excellent or good. Therefore 64% of the textbooks in this report were rated in the less than adequate category.

1976 STUDY

Twelve recently published and widely used high school government textbooks were selected for the 1976 study. Eighteen competent persons were selected to participate in this study from suggestions submitted by the Michigan Council for the Social Studies, major universities in Michigan, Highland Park Community College, and the Minority Affairs Division of the Michigan Education Association. The same criteria were used for this study as the 1975 study. This study also revealed inadequacies in the overall treatment of women and racial and ethnic minorities. Sixty-four percent of the textbooks were again rated as "acceptable". None of them received a very poor rating.

1977 STUDY

The 1977 study of secondary level American history textbooks was especially interesting since four of the selected titles were also a part of the 1968 study. Therefore, it was possible to gauge the nature and degree of change that had resulted since the initial survey.

It is interesting to note that the ten reviewers selected for this study were all historians, representing various Michigan universities and colleges.

The reviewers found that textbooks had undergone some degree of change in reflecting the multi-cultural, multi-racial, and pluralistic nature of American society. Nevertheless, they maintained that the publishers of textbooks still needed to improve the quality and quantity of content materials used in the treatment of women and racial and ethnic minorities. The content about sexism and minorities were merely "added on" rather than presented as an integral part of America's historical story.

1978-79 STUDY

The 1978-79 study involved the examination of four elementary level social studies programs. The reviewers for this study were selected because of their specialized knowledge and expertise, interest in the academic area of investigation, and commitment to elementary level students. Of the seventeen reviewers five were educational specialists representing different school districts and twelve were affiliated with universities or colleges.

A number of different criteria were used, depending upon the area of review. The findings of the reviewers could be summarized as follows:

1. Publishers had attempted to respond positively to the need for the development of instructional materials which accurately portrayed our pluralistic society.
2. None of the programs were adequate in all respects and categories in regard to omissions, stereotypes, distortions, and bias.
3. In particular, in regard to sex bias, handicapped and Native Americans, significant deficiencies were noted.
4. That there was still a long way to go before textbooks would be available which accurately portrayed our pluralistic society.

1982-83 STUDY

The next study involved ten selected eighth grade United States history textbooks. The reviewers selected for this study represented the university level and the local school districts and were recognized for their specialized knowledge, expertise, and professional experience. Also, whenever possible, qualified and competent persons who themselves were members of various racial and ethnic groups were selected to participate in this study. Nineteen of the reviewers represented the university level, three represented the public schools, and the remaining four were specialists in regard to the Black Experience, women, Native Americans, and the handicapped. Twenty-nine other reviewers listed were teachers, graduate students at The University of Michigan-Dearborn.

The design for this study was somewhat similar to that of the previous one. The major findings of the 1982-83 study were as follows:

1. The publishers of the textbooks reviewed have continued their attempts, with varying degrees of success, to develop instructional materials

which accurately portray the pluralistic nature of our society.

2. None of the textbooks examined were adequate in all respects and categories in regard to omissions, stereotypes, distortions and bias; however, it was noted that one textbook received the highest possible positive rating by nine out of seventeen reviewers, the treatment of Blacks in all the textbooks was significantly better than in previous studies, and six of the textbooks received high evaluations in regard to sex equity.
3. The treatment of Native Americans, Hispanics, the handicapped and bilingual students revealed a large number of deficiences.
4. The global/international aspects of our history and our contemporary society were grossly underrepresented, references to other peoples and nations of the world were weak and frequently distorted views of those cultures. The peoples of Asia, and elsewhere, were portrayed as passive rather than active participants in history.
5. The comments and ratings of reviewers for educational soundness and scholarship and readability were generally positive although definite recommendations for improvement were suggested.

This study, as the 1968 study, was concerned with the treatment of Blacks and minorities. Now, however, the task of the reviewers was considerably expanded to include more categories and more specific concerns relative to cultural pluralism and global interdependence.
The reviewers for the more current studies were not selected merely because they were historians or political scientists. Rather, they were selected for their commitment to social studies education and for their specialized knowledge, competence, and professional experience. These individuals represented the university level and local school districts. Whenever possible, if qualified, individuals who were themselves members of various racial/cultural groups were selected.

The 1982-83 study also included graduate students with varying years of teaching experience at the elementary and secondary levels. This involved teachers in the process of textbook evaluation and it also provided procedures and strategies for training classroom teachers to critique social studies instructional materials.

INTRODUCTION AND DESCRIPTION OF THE MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY (1988): A REVIEW AND EVALUATION OF SELECTED MIDDLE SCHOOL TEXTBOOKS (GRADES 5-6)

Law in Michigan, as it is stated in the School Code of 1976, requires that school authorities give special attention to the matter of bias in social studies textbooks and other instructional materials. More specifically, schools are responsible for considering the degree to which textbooks

- reflect the pluralistic, multi-racial, and multi-ethnic nature of our society, past and present and

- accurately and positively portray the varied roles of men and women in our pluralistic society.

The State Board of Education is required to

- make a biennial survey of social studies textbooks in use in the state to determine which social studies textbooks are frequently used in Michigan schools and the degree to which the textbooks accurately and positively portray our pluralistic society.

The Board has done so through the Department of Education in ten previous studies since the enactment of the 1966 textbook law, and does so again in this 1988 study of selected fifth and sixth grade social studies textbooks.

Local school districts in Michigan select and purchase textbooks used by their students. It is important that local districts select textbook materials consistent with the law and that, in doing so, they have the report of this current study of middle grades social studies textbooks.

Accordingly, the Department of Education began work on this study of bias in textbooks early in 1988. The Department a) designed the study; b) selected reviewers and investigators; c) took on the task of preparing and publishing the study; and d) assumed responsibility for disseminating the completed study.

Selecting Textbooks for Review

One of the first tasks was selection of textbooks to review. A simple questionnaire was developed asking for 1) the titles, publishers, and copyright dates of textbooks in use in fifth and sixth grades, and 2) plans to purchase new textbooks for these grades in the reasonably near future. Questionnaires were sent to 119 of the nearly 580 Michigan school districts; the largest student enrollment school districts (10,000+) were included along with a random sample of smaller sized districts. Of the 119 surveyed, 99 returned the questionnaire. Data was acquired from all of the large enrollment districts.

Responses showed that the textbooks of about fifteen publishers were in use in the fifth and sixth grades of Michigan schools. (Some of these publishing companies have merged or dissolved since the mid-1970's, when school districts bought some textbooks still in use.) Although copyright dates of in-use textbooks ranged from 1975 to 1988, the survey showed that somewhat more than three-fourths of the districts were using textbooks published within at least the last six or seven years. Selected for review were the five most frequently used textbooks. In every case, the most recently published edition of each textbook was the one actually examined in this study.

Titles, publishers, and copyright dates of these selected textbooks appear on page 93.

Reviewers

Eight reviewers were chosen. All were people with a strong background in education, people whose experience included teaching in the middle grades as well as other levels, and curriculum leadership of one form or another. Six of the reviewers were chosen because of their special competence and interest in considering matters of pluralism, although all eight were so qualified. Reviewers themselves were women and men, a Black, a Hispanic, or a member of some ethnic group or another, or a specialist in educating the handicapped; that is, they were members of groups who were to be considered in this review. All of the reviewers lived in Michigan.

Names of reviewers and their school positions appear on page 95.

Criteria

The Department of Education had already developed criteria for judging bias, criteria drawn, to be sure, from work done by a number of professional groups over the years. These criteria had been incorporated in rating scales and used in previous reviews of bias in textbooks as well as educational soundness/readibility and scholarship.

Because the major idea behind the reviews was - and is - cultural pluralism, and not a focus on some particular group, no real effort was made to define "racial," "handicapped,"

"ethnic," and "religious" groups precisely, those who might be subject to bias. However, where the history and geography of the United States and its near neighbors are the major emphasis for the fifth grade, it was expected that reviewers would consider the roles of men and women, Blacks, Native Americans
, Hispanics, Asians, immigrants from Western and Eastern Europe, members of various religious groups, the handicapped, and any others whose treatment in textbooks might seem significant in a study of bias. In the sixth grade the focus in all but one textbook was on Canada and Latin America - and on the world in that one textbook. There it was expected that the criteria would mean appropriate respect for these groups as they appeared in content about geographic areas other than our own country.

Reviewers were expected to look for a) slurs; b) stereotypes in occupational roles, family and school roles, personality traits, physical characteristics and appearance, and other appropriate matters; and c) erroneous group representation, either under-representation or segregation. Reviewers were asked to rate each textbook on each of these counts on a three-point scale: "slight, severe, none." Each reviewer's rating of each textbook can be found in a supplementary volume which was made available to those publishers whose textbooks were reviewed.

Obviously, bias is closely related to scholarship and educational soundness/readability, but these three are not identical as characteristics of textbooks. Consequently, criteria for judging these characteristics were included and used by two reviewers, specialists in appropriate fields in higher education.

Reviewer #1 (Scholarship and Religion) used criteria for examining only the fifth grade textbooks which focused on content, use of comtemporary research, and other items related to scholarship (See Social Studies Scholarship and Religion Criteria Checklist, page 91). Because a number of current studies in the country at large have raised questions about the extent to which United States history textbooks have given proper attention to religion in American life, reviewer #1 also looked into this area in the course of reviewing. Sixth grade textbooks were not reviewed for scholarship and religion.

A second reviewer examined both fifth and sixth grade textbooks for a) educational soundness by using such a criterion as appropriateness for the age level and b) readability by using such criteria as linguistic and conceptual factors, organization of material, and learning aids, and writing style. Reviewers #4, #5, #7, and #8 chose to use a "combined style" in preparing their individual narrative reports. Reviewers #1, #2, #3, and #6 prepared one

page narrative reports for each book reviewed.
Copies of criteria checklists, that is, the rating scales actually used in reviewing, are included in the Appendices at the end of this report.

The Review Process and Reporting

At the outset, all the reviewers participated in a common training session to discuss the criteria for judgment in this study, to practice using the rating scales, and to answer whatever questions might arise. The session was conducted by a university professor experienced in previous Michigan bias reviews.

Each reviewer was asked to consider not just one, but all areas of concern; appropriate portrayals of all racial, ethnic, religious, and handicapped groups, not just the one of the reviewer's interest. Each of the reviewers (except reviewer #1) read and rated each of the ten selected textbooks independently. No general group discussion for consensus took place.

Because reviewers can offer helpful comments which can not be clearly expressed in rating scales alone, reviewers were asked to include such comments as they wanted to make in narratives to accompany their ratings. These accounts make up the body of this report.

Each reviewer was also asked to complete a final Summary of Recommendations for Actions for each textbook: "1) use as is 2) use with minor modifications; 3) use the materials in ways which will counteract the bias or other deficiencies; 4) redevelop the materials; or 5) do not use the materials." These recommendations are a part of the Summary of Recommendations for Action which appear on pages 79 and 81.

The editor, who reviewed for scholarship in fifth grade textbooks and who read textbooks at both grade levels, then wrote a more comprehensive summary taking into account what reviewers had stated in their ratings and narrative accounts. This overall summary appears in this report in the section labelled "Summary of Findings" and "Summary of Recommendations."

Also included in the Appendices are:

1. a listing of State Statutes and State Board of Education Recommendations and documents which are related to social studies;

2. a suggested criteria review checklist for selecting and evaluating textbooks; and

3. a suggested process for use by those who are responsible for planning and conducting textbook selection and evaluation activities.

Dissemination

Publishers whose materials were reviewed will be given copies of this report, and each publisher will receive copies of the individual reviewers completed criteria checklists, which include a Specific Comments section, for textbooks from their companies which were reviewed. The Social Studies Specialist will meet with a group of representatives from the companies whose textbooks were reviewed to discuss the findings and recommendations. The report will also be made available to any publishers whose social studies textbooks are sold in Michigan.

Copies of the report will also be distributed to all Michigan school districts and disseminated at social studies regional workshops and sent to all state education agencies in states other than Michigan, to appropriate professional organizations, and to ERIC.

REVIEWER #1

SCHOLARSHIP AND RELIGION

The content of the five fifth grade textbooks on the United States is, for the most part, what is commonly expected for the grade, familiarly arranged in chronological order: the several Native American cultures, the early European explorers, then colonial settlement, the Revolution, the well-known events and conditions of the nineteenth and twentieth centuries to the 1980's. Four of the five textbooks include sizable sections on the present regions of the United States; another four end with chapters on Canada and Mexico and, in one case, Latin America.

Such commonality in topics, one might argue, promotes some degree of shared background; "everybody knows" about George Washington, for example, the westward movement, and World War II. Such common topics also focus attention on many events and movements of major significance in shaping our country. It is not too much to suppose that what is to be learned will be related to citizenship. Moreover, what is to be learned in fifth grade can be regarded as a kind of overview of the United States and its neighboring countries, past and present, elementary learning on which the succeeding curriculum of later grades can build.

Accordingly, some balance is needed among geographic, political, economic, and social aspects of our national life, past and present, and that of our nearest neighbors. On the whole, these five textbooks offer a fair degree of balance.

In all of these textbooks geography is heavily represented, from a sixth to almost half of the content. Geography is not only the patent subject of chapters, but also a thread running through other sections.

Government, its development and role, is still a major emphasis in these textbooks, as it has been over time. All of them include the Declaration of Independence and the Constitution, carefully paraphrased in several of them. Economic activities, along with changes and growth in the economy, are considered in all of these textbooks. It is heartening to see that some have also included basic economic concepts and processes.

It is in social aspects that these textbooks are most uneven. Omissions and imbalance occur in these areas even though "the democratization of history" is strong and growing in contemporary historical scholarship. The role of women and ethnic and racial minorities now receive attention in these textbooks. Some topics such as population shifts and the growth of cities are found in all the textbooks. "Everyday life" is written about for only some few groups in some few time periods, although well-chosen illustrations often fill in further descriptions.

However, the development of the public school system, the contributions of colleges and universities, and other aspects of education are not well-developed threads throughout these textbooks, even though education is given occasional attention for some groups and some time periods in all of them.

Textbooks do show clearly that religion was an influential force in the earliest years of our country. In these accounts missionaries appear among the early explorers. Catholic missions carry on their work in the Southwest. Native Americans were religious people. Opportunity to worship as people chose is clearly recognized as a motive for settling in the Thirteen Colonies, where Protestants, Catholics, and Jews are all present. The Mormons take their religion to Utah. The Constitution supports religious freedom. But in the treatment of the years after roughly 1800, religion and the role of churches and temples rarely appear. Native American religion is more often than not slighted. Martin Luther King, Jr., is identified as a minister. Hitler persecutes Jews. By and large, religion is a thread neither in recent history nor geography.

Moreover, it is possible to point out other kinds of scant treatment of what is considered here social history: health, for example, and family life.

Those who want stronger emphasis on aspects of social history must accept less attention to some other points. Almost everyone can find something to reduce in every textbook: the colony at Roanoke in one; the Lowell textile factory workers in another; the Rough Riders in still another. Moreover, some subjects such as religion and family life are touchy for fifth grade textbooks. Including them requires care not only by publishers but schools, where officials are sometimes content to avoid what may give rise to problems.

Pointing out what is not included leads to awareness of the difficulties in finding proper balance among the several aspects of history and geography, as they are presented in fifth grade. The difficulties would be eased were people in the field to differentiate more clearly what belongs in the fifth grade from the eighth and the eleventh.

Textbooks may also be caught between "covering everything," and selection and depth. Teachers and other school people, parents and other members of the public, textbook writers and publishers, and reviewers all have expectations about the content of textbooks. To what is justifiable, significant, or appealing to children is to be added what is merely familiar or conventional, the Era of Good Feeling, as an example from one textbook.

A large quantity of facts and topics, even of special interest features, does not in itself make a textbook more scholarly. What does matter is building up ideas. These textbooks differ on the sheer quantity of information they contain; the degree to which they treat topics in depth, the emphasis they give to basic concepts; the extent to which facts are molded into trends, conditions, and explanations; and even the number of stories.

Virtually all of these textbooks treat at least some topics in considerable depth: the Civil War, for example. In such cases these textbooks ordinarily achieve simple, but decently objective accounts. It is probably fair to say that the more topics which are to be treated only briefly, the more likelihood of oversimplifying, occasionally distorting, the significance of some events, or producing incoherent accounts or lists.

Facts in these textbooks are reliably accurate and up to date. Reflecting both changes in conditions and the ideas of contemporary research - and the two are closely related - is more difficult than updating facts.

Although this country is now a part of a global world, only the rudiments of global perspectives are common in these textbooks. The familiar set of major foreign affairs from the Spanish American War through the Cold War to Vietnam and Central America are recounted.

They are "foreign affairs" in which "we" were simply "involved." In all but one textbook, the focus in dropping the atomic bomb on Hiroshima is on saving American, but not Japanese, lives. The emphasis in selecting content is on conflicts more than cooperation and opportunities. Although current trade between the United States and Canada or Mexico is mentioned, trade with Japan does not loom large. The content is unlikely to give students the notion of an American economy intertwined with a global economy. Environmental and energy problems are, except for oil, still domestic, not global matters. There are more opportunities to build a recognition of a global world than most of these textbooks use to advantage.

How to embody other aspects of contemporary research is also a demanding task. What concerns those in the forefront of some scholarly field is not necessarily the content most suitable for ten-year-olds. In presenting contemporary research there are variations not only among textbooks but from topic to topic within textbooks. Whether the content reflects a body of knowledge long held or more recently developed, the content ought to be the best knowledge we have. It is difficult for a textbook for fifth graders to present a reliable and significant account without endorsing the view that there can be only one right account, whether it is a conventional interpretation or one out of contemporary research. Some few of these textbooks avoid this over-certainty and rigidity by relying on such devices as recounting strengths and weaknesses in some matter and the points of view of more than one group of people.

All but one of these textbooks includes sections on skills in historical and geographic methods along with opportunity to use them in interpreting first-hand accounts, maps, pictures, and the like. Occasionally one or two of these textbooks makes the mistake of asking students to make interpretations for which too little information is supplied to children. For the most part, however, such opportunities to "figure it out for yourself" promote the recognition that there are tenable but not necessarily single views, a recognition basic in scholarship.

Generally speaking, these textbooks handle the controversies and conflicts of the past more forthrightly than those of the present. On problems of recent years, one of these textbooks makes matters fairly plain. On the whole, however, the treatment of matters of conflicting opinions is bland and at times even obfuscating.

Values and moral judgments have always played a role in history. Ignoring them is a distortion of history. Overall, however, these textbooks are wary in the area of values. It is appropriate for textbooks to identify for fifth graders steps in the development of democracy and illustrations and denials of core values in society. These textbooks do so. Occasionally they are fairly direct: the Civil Rights Movement, they all say, was and is a worthy one, and Americans of Japanese extraction were badly treated during World War II. Occasionally textbooks are indirect: a cartoon to learn to read shows bloated monopolies of about 1900 or a picture shows a Depression bread line. And occasionally the treatment of topics is so oversimplified that moral dimensions are buried under platitudes about "fairness" and "working toward better..."

A strong textbook can provide a strong backbone for a course of study. Along with the textbook classrooms will need an ample set of complementary instructional materials. While it is unreasonable to expect any textbook to be sufficient in itself, it is reasonable to expect good quality. While it varies among and within these textbooks, they bear the mark of efforts to achieve quality.

REVIEWER #2

EDUCATIONAL SOUNDNESS AND READABILITY

Publishers of middle school social studies textbooks are varied in their attempts to provide appropriate, readable materials for young audiences. The following analysis examines aspects of current fifth and sixth grade textbooks which may positively or negatively affect educational soundness and readability.

The analysis considers the following:

A. Quality Scholarship

B. Educational Soundness

  1. Appropriate for its age group
  2. Encourages inquiry
  3. Encourages decision making
  4. Encourages independent study
  5. Encourages group work

C. Readability

  1. Linguistic factors
  2. Conceptual factors
  3. Organizational factors
  4. Writing style
  5. Learning aids
  6. Illustrations

REVIEWER #2

The United States Yesterday and Today
Silver Burdett and Ginn. 1988

Because of the vast amounts of information it attempts to impart, The United States Yesterday and Today (Silver Burdett and Ginn), may prove to be difficult to comprehend by the fifth grade students for which it was intended. While concept levels are generally appropriate, the concept load seems to be overwhelming for young readers. Concepts are often presented in rapid succession and without sufficient development. For example, the abstract concept of "democracy" is vaguely defined in two sentences. In addition, a high level of student preconceptual knowledge is assumed by the authors. In one passage, "joint stock company" was explained using such terms as "stocks," "share," "stockholders" and "profits," all abstract concepts which are not likely to be well understood by most fifth grade students. Though the Fry Readability Formula indicates a readability level of grade six, linguistic patterns appear to be suitable for most fifth graders. The general vocabulary selection and control also seem to be appropriate. New vocabulary words are presented to the reader at the beginning of each lesson, printed in boldface within the body of the textbook, defined in context and defined again in a glossary.

Overall, the units, chapters and sections of the textbook are organized in a logical manner. Chapter headings and sub-headings aid comprehension, but lengthy biographies included in the text tend to draw the reader's attention away from the main ideas. Overviews are provided only at the beginning of each unit, with main ideas summarized at the end of each chapter.

In this textbook, ideas are generally not expressed in a clear manner. There is an abundance of irrelevant information provided which the reader must sift through before encountering the main idea. Sentence structure tends to be repetitive and, therefore, somewhat monotonous. Though the short sentences in this textbook may lower the measured readability level, the actual difficulty of the written text may be increased. Not only are short, choppy sentences distracting, but the absence of connectors which link clauses (because, therefore, while), may force readers to infer relationships between ideas.

Questions/tasks provided at the end of the chapters and units span all levels of reasoning, although there is heavy emphasis on literal levels. In some cases, questions/tasks have little relevance to the concepts being developed. At the end of a chapter which centers on early exploration of the New World, for example, students are asked to complete an exercise involving the use of an airline flight schedule. Many of the questions included within the text itself, as well as those which accompany pictures, are distracting and not pertinent to the ideas being discussed.

While the general appearance of this textbook is appealing, the format of individual pages is extremely cluttered with seemingly every inch of space crowded with information. This is yet another example of how The United States Yesterday and Today may just be too overwhelming for its fifth grade readers.

REVIEWER #2

Living in Our Country
Laidlaw Brothers. 1985

Living in Our Country (Laidlaw Brothers) is a social studies textbook which shows some consideration for its fifth grade readers. Though this textbook has a readability level of grade seven according to the Fry Readability Formula, the authors have made an effort to express ideas clearly and to generally avoid packing the pages with irrelevant details and facts. Linguistically, the text is suitable for its audience. With a few exceptions, vocabulary selection and control are appropriate. New vocabulary appears in boldface print and is defined in context as well as in a glossary.

The concepts presented in this textbook are basically suitable for fifth graders and are developed thoroughly, thus giving the reader time to assimilate and organize ideas. Conceptual development progresses in a clear, logical manner. The first two units introduce the reader to the geography of the United States, while the remaining units chronologically examine its history. Each chapter contains headings and subheadings which aid comprehension. Although each unit and chapter contains a brief overview, no summaries have been provided.

Generally, questions and tasks appear to be compatible with the age/grade level of the intended audience. While there is some attempt to provide questions/tasks requiring higher level thinking skills, the emphasis is solidly on the literal level of reasoning. A set of questions at the beginning of each lesson direct the reader's attention to the main ideas about to be presented. The reader's comprehension of these main ideas is then tested by a similar set of questions at the close of each lesson.

One feature of this textbook which is rather distracting involves questions which are inserted in the body of the textbook. These questions tend to interrupt one's flow of thought and, in most cases, add little to the reader's understanding of the concept being developed. A positive point about this textbook is that care has been taken to relate all skill practice pages to information presented in the chapter in which they are found.

Physically, the book is appealing. The type-face and format are such that the reader is not overwhelmed with visual images. Graphics are attractive and tend to enhance comprehension.

In summary, while Living In Our Country has several shortcomings, there are features which positively affect student comprehension of text.

REVIEWER #2

America and Its Neighbors
Holt, Rinehart Winston. 1986

America and Its Neighbors (Holt, Rinehart and Winston) is a fifth grade American history textbook written with some concern for the reading abilities of its young audience. Even though the numerical reading level of the text is grade seven according to the Fry Readability Formula, there are many aspects of this book which positively affect its readability. Vocabulary selection and control seem compatible with the abilities of fifth graders. Also, linguistic patterns are suitable for most populations and for the intended grade level. Key words are presented in boldface print. They are defined in context, in margin guides and in a glossary, that seems superfluous.

Ideas throughout the textbook are presented in a smooth, uncomplicated fashion. With few exceptions, concepts are adequately developed with illustrations and examples. Paragraphs are basically free of irrelevant facts and details which tend to impede comprehension.

The textbook is organized uniformly throughout. Units, chapters and sections are arranged chronologically. An introductionn is provided for each unit and chapter, and specific chapter objectives inform students of exactly what is expected of them. One negative aspect of the text, however, is that there are no summaries provided to enhance the reader's understanding of the whole picture.

None of the questions or activities included in this textbook appear to be too difficult for the average fifth grader. Questions involve higher level thinking skills to some extent, but most require only literal level reasoning by the students. Skill lessons included throughout the textbook consistently reinforce and/or enhance previously learned information.

The most prominent negative aspect of this textbook is that student inquiry and independent study are not strongly encouraged. Providing a list of supplementary readings would motivate students to expand upon what they have learned in this text.

To summarize, America and Its Neighbors is a textbook which is appropriate for use with the young readers for whom it was intended.

REVIEWER #2

The United States Its History and Neighbors
Harcourt Brace Jovanovich. 1988

The United States Its History and Neighbors (Harcourt Brace Jovanovich) is a textbook with several strong points, but it also seems too difficult for the fifth grade readers for which it was intended. According to the Fry Readability Formula, the textbook has a readability level of ninth grade. Linguistic patterns appear to be suitable to most populations and to students at the fifth grade level. While the general vocabulary appears to be somewhat difficult, new vocabulary is printed in boldface and is defined for the reader in context. A glossary is also provided.

The concepts discussed throughout the textbook are generally appropriate. There is, however, a lack of sufficient concept development and it seems that the average reader would be totally overwhelmed by the number of concepts presented. In addition, masses of irrelevant facts and details tend to draw the reader's attention away from main ideas. In a brief description of the geography of Mexico, for example, twenty different locations are mentioned and a substantial amount of space is devoted to Bob Beamon's athletic feats in the 1968 Summer Olympics.

Within the textbook there is a logical progression of subject matter. Chapters and instructional segments contain headings and sub-headings which highlight main ideas. A brief introduction to each chapter helps focus the reader's attention, but no summaries are provided to assist the reader in conceptualizing the "total" picture.

Questions and tasks provided in this textbook are generally appropriate for fifth grade students, although some students may have difficulty with those activities which require combining information from several sources. Literal level questions check student comprehension at the end of individual lessons, and higher level thinking skills are addressed at the close of units and chapters. One particularly helpful feature of this textbook is the set of purpose-setting questions provided at the beginning of each lesson to guide the students' reading.

The overall appearance of this textbook is attractive, but individual page layouts seem extremely crowded. The illustrations tend to aid comprehension of text as do the accompanying captions.

To summarize, The United States Its History and Its Neighbors is a textbook which provides some learning aids to enhance student comprehension. However, a high numerical readability level, a heavy concept load, and a wealth of irrelevant facts and details suggest that this textbook may be too difficult for its intended audience.

REVIEWER #2

America, Yesterday and Today
Scott, Foresman and Co. 1988

America, Yesterday and Today (Scott, Foresman and Company) is a well-organized social studies textbook recommended for use with fifth grade students. A readability level of seventh grade is indicated for this text according to the Fry Readability Formula. Linguistic patterns are appropriate to most populations and fit the intended level. Suitable vocabulary choice and control are in evidence, although the general vocabulary seems to contain a fairly large number of multisyllabic words. New vocabulary words appear in boldface print. In addition, they are listed at the beginning of each lesson and are defined in context as well as in a glossary.

While the concepts presented are appropriate, there are instances where the number of ideas mentioned is so great that the discussion of these ideas becomes very superficial. When the term "democracy" is initially introduced, for example, it is explained only by a vague one-sentence definition. There are instances, too, where a high level of prior knowledge is assumed on the part of the students.

One asset of America, Yesterday and Today is its overall organization. The history of America is explored chronologically, with the study of modern American organized by major geographical regions. Units and chapters contain introductions and previews which help focus the reader's attention. In addition, a comprehensive summary is included at the end of each chapter. Chapter headings and subheadings highlight major ideas. Individual lessons begin with questions focusing on main ideas, while a review immediately following each lesson checks student comprehension.

For the most part, ideas are expressed clearly. However, one does encounter a fair number of questions and map references within passages, which tends to be distracting. Questions and tasks involve students in using higher level thinking skills. There are opportunities for students to apply what they have learned.

In summary, America, Yesterday and Today is an attractive, well-organized textbook with several features which help enhance student comprehension.

REVIEWER #2

Western Hemisphere Yesterday and Today
Silver Burdett and Ginn. 1988

The Western Hemisphere Yesterday and Today (Silver Burdett and Ginn) is a social studies textbook recommended by its publisher for use with sixth grade students. The readability level, as indicated by the Fry Readability Formula, is seventh grade. Linguistic patterns allow the textbook to be easily understood by its intended audience. Basically, vocabulary choice and control are appropriate. Key words are listed for the reader at the beginning of each chapter, printed in boldface within passages and defined in context as well as in a glossary.

The conceptual level in this textbook is appropriate for the intended grade level. With few exceptions, concepts are adequately developed. Problems with superficiality occur but mainly in discussions involving the political histories of countries.

The overall organization of the textbook evidences a clear, logical development of subject matter. Units are divided into chapters, which are subdivided into sections. The reader is introduced to the topics discussed in each unit by a well-written overview. Also, a summary of main ideas is provided in each chapter review section. Chapter headings and subheadings assist the reader in focusing on main ideas because they are numerous as well as specific enough to be helpful. On the whole, the text is easy to understand. However, there are some paragraphs which contain information which has no pertinence to the main idea.

Questions and activities are generally appropriate to the conceptual development of the students. Mainly literal level questions follow each section, while higher level thinking skills are addressed in chapter and unit reviews. A general question inserted at the start of each section gives students a purpose for reading. One negative feature of this textbook, however, involves the questions which accompany pictures. In almost every case, they are distracting and totally irrelevant to the concept being developed.

Overall, The Western Hemisphere Yesterday and Today is an attractive, colorful textbook with specific features designed to enhance the young reader's comprehension of subject matter.

REVIEWER #2

Latin America and Canada
Scott, Foresman and Co. 1988

Latin America and Canada (Scott, Foresman and Company) is a social studies textbook which explores the history of the United States' neighbors. The readability level of this textbook, designed for sixth grade students, is ninth grade, according to the Fry Readability Formula. Linguistic patterns are suitable for most populations and for the intended grade level. The general vocabulary choice and control are also appropriate. Much attention is given to key vocabulary words which are listed for the reader at the start of each lesson. Key words are also printed in boldface and defined both in context and in a glossary.

Overall, conceptual levels are appropriate for sixth graders. The number of concepts presented appears to be manageable, and seldom is the reader overwhelmed with too many new ideas in rapid succession. An effort is made to adequately develop concepts through the use of examples, illustration and redundancy.

Units, chapters and the table of contents evidence a logical development of subject matter. After an overview of the land and people of the Americas, the history of each country is traced to the present. Instructional segments are brief. Questions about main ideas are provided for the reader at the start of each lesson. Headings which relate directly to these main ideas work to further aid comprehension. The reader's attention is also focused by unit and chapter introductory passages. Summaries for individual lessons are provided at the close of each chapter.

Ideas flow smoothly and are clearly expressed in this textbook. The authors have managed to avoid mentioning irrelevant facts and details which contribute nothing to conceptual understanding. In some cases, however, questions within the passages break up the flow of the reading pattern.

Questions throughout the textbook span all levels of reasoning, but are primarily literal. The questions at the start of each lesson are excellent reading guides, and student comprehension is checked at the close of each lesson, chapter and unit. While almost no supplementary readings are suggested, independent learning is mildly encouraged in activities included in chapter reviews.

In summary, even though the numerical reading level of this textbook is quite high, there are aspects of Latin America and Canada which positively affect its comprehensibility by the intended readers.

REVIEWER #2

Latin America and Canada
D. C. Heath. 1987

Latin America and Canada (D. C. Heath) is a sixth grade social studies textbook that appears to be written with concern for the reading abilities of its intended audience. The readability of this textbook is grade seven, according to the Fry Readability Formula. Linguistic patterns seem to be appropriate for the intended readers. Most new vocabulary, which is introduced fairly infrequently, is printed in boldface and is defined for the reader in context and in a glossary.

Concepts are logically developed in this textbook. Each unit focuses on a major region of the Americas, while individual chapters explore the geography and history of particular countries within each region. With the exception of the first unit, which is basically introductory, concepts are thoroughly developed. The reader is helped to follow concept development by chapter headings and subheadings. Each unit contains a very brief introductory statement, while chapter introductions present overviews of greater depth and set general purposes for reading. One drawback of this textbook is that it contains no section, chapter or unit summaries.

On the whole, ideas are expressed clearly, although there are a few instances, particularly in the first unit, where irrelevant information is included in the textbook. The narrative writing style and varied sentence structure aid in maintaining reader interest. Students are further assisted in attending by questions inserted at the end of each section. These sets of questions may also serve as reading guides.

Questions and tasks span all levels of reasoning. However, those emphasizing higher level thinking skills are fewer in number. Generally, questions and tasks are appropriate to the conceptual development of the students. No lists of supplementary readings or informational resources are provided, although some chapter and unit activities require students to consult outside sources.

To summarize, Latin America and Canada is a textbook which shows consideration for the abilities of its young readers.

REVIEWER #2

Latin America and Canada
MacMillan Publishing Co. 1987

Latin America and Canada (MacMillan) is a textbook with many aspects which negatively affect its comprehensibility. Designed for sixth grade students, this textbook has a numerical reading level of grade nine, according to the Fry Readability Formula. Though linguistic patterns appear to be suitable to most populations and to fit the intended grade level, there are passages which contain high concentrations of multi-syllabic words. Attention is given to new vocabulary which is listed at the start of each chapter. Within passages, these words are italicized, underlined and defined. A glossary is also included.

A major problem with this textbook is its superficial concept development. In many instances, ideas are just "mentioned" with no exploration or support whatsoever. In a discussion of Nicaragua's political history, for example, the Somoza regime is described in one sentence: "The Somoza family controlled the government for more than 40 years." In another example, Mexico's present-day government is described and discussed in only two sentences. Valuable space in this textbook is commonly wasted on irrelevant details. In one passage which was intended to describe the people of Nicaragua, half the sentences discuss volcanoes and make no mention of the population whatsoever.

The overall organization of this textbook is confusing to some degree. Unit topics are categorically inconsistent. Chapters contain headings and subheadings, but they are often misleading or unspecific. On the positive side, each unit begins with a preview and each chapter with a brief introductory statement.

In this textbook, ideas do not flow clearly and smoothly. There is often a lack of coherence between both sentences and passages. Also, the tone and manner of expression lack the variety and interest needed to hold the attention of the reader.

Questions/tasks are included at the end of each section in the middle of each chapter and at the close of each chapter. The questions are usually appropriate for the students' conceptual level of development. In the case of some activities though, students do not have the depth of information necessary to properly complete the assignment.

Latin America and Canada is a physically attractive textbook with an appropriate format. However, some aspects of this textbook may cause difficulties for its young readers.

REVIEWER #2

The World
McGraw Hill Book Co. 1988

The World (McGraw-Hill) is a sixth grade social studies textbook which attempts to be all-encompassing in its scope. Even though the readability level of this textbook is only one grade above the recommended level, its breadth alone would overwhelm most young readers. In 512 pages this textbook skims over geography, topography, astronomy, map reading skills, climate, ethnology, economics, political systems, cultures, religions and world history. Linguistically, the textbook is not too difficult for its intended audience. The general vocabulary is basically suitable, but there are sections with high concentrations of multi-syllabic words. New vocabulary words are noted at the start of each lesson. Within passages they appear in boldface print and are defined in context. A glossary is also provided.

While the general conceptual level is appropriate, the concepts are consistently presented on a very superficial level. The reader continually encounters names, dates and irrelevant details, but Socrates, Plato and Aristotle, "the most important Greek philosophers," rate less than a page. The reader is told that Socrates decided to drink the hemlock rather than to stop teaching, but she is not told why. Also, there are numerous instances where a high level of prior knowledge is assumed by the authors on the part of the students. In a brief passage on Buddhism, for example, students are assumed to have a prior understanding of the "Eightfold Path," which is used to describe the Buddhist religion.

Although the subject is developed in a logical fashion, confusion often results for the reader because of the volume of information presented. Chapter headings and subheadings are included, but far too infrequently in many cases. No summaries or overviews are provided. In addition, the writing style of this textbook does little to hold reader interest. There is a lack of coherence within and between passages, and the reader is often forced to infer relationships between ideas.

Questions and activities involve students in using higher level thinking skills. However, there is an abundance of questions at the literal level, and some rather profound questions are asked without giving the student the depth of information necessary to form a rational answer. Overall, there are many aspects of The World which make this textbook difficult for students to read and comprehend.

REVIEWER #3: BIAS

The United States Yesterday and Today
Silver Burdett and Ginn. 1988

The textbook contained excellent visuals and provided comprehensive information regarding facts and events.

Women and their contributions are presented frequently throughout the book in non-traditional roles. An example of this was illustrated in People and Places (P. 81) highlighting a female taking part in the exploration of space.

One comment, however. The insert seems inappropriately placed in the textbook. It appears in the middle of the section on the Vikings. It may have been more appropriately placed at the end of that chapter if it was intended to highlight explorers.

Slight bias was found in terminology used to depict the married female. Words like "wife of," "he and his wife, "homesteader's wife" suggest possessive or dominant-subordinate roles.

Disabled persons were addressed under Minority Right (P. 354) and the inclusion of a visual showing a disabled person (P. 423) is commendable. However, it would also have been appropriate to highlight that one of our presidents did not let his inability to walk deter him in carrying out the responsibilities of that role (Franklin Roosevelt).

A slight bias was found in the textbook on page 308-309. "Young Teddy had little confidence in himself because of his physical weaknesses" refers to asthma and poor eyesight. (Teddy Roosevelt)

A bias in personality was found in referring to cowhands and college athletes as "adventure seekers."

REVIEWER #3

Living in our Country
Laidlaw Brothers. 1985

Throughout this textbook there is a major attempt to portray both sides of an issue as found for example on page 292 where attention was given to the fact that the "western movement was not always good for everyone." The textbook presents fairly the impact on Mexican Americans and Native Americans and their feelings. The book also presented the ill-treatment of Native Americans (p. 285), referring to treaties not being honored.

One flaw with this textbook is that it does not go into detail or present an event or issue as comprehensively as it could.

More interesting pictures might also be considered in presenting people and events. Many pictures used were black and white prints.

The textbook publishers are to be commended on the presentation in regard to the disabled population.

On page 302, Dorothea Dix's work is presented and the authors use current terminology which is accepted in today's society. The term mentally disabled is the preferred term to use.

The textbook also contains information on the current law that protects the rights of disabled people. (P. 443) On this same page is a picture of a man in a wheelchair ready to go up a ramp leading onto the sidewalk. This is an excellent picture and a very good section that treats people with handicaps with respect and dignity.

REVIEWER #3

America and its Neighbors
Holt, Rinehart and Winston. 1986

This textbook provides a good portrayal of Black Americans and Women in both narration and pictures. This is illustrated in sections such as "Women Help, and "Blacks Help," referring to the Revolutionary War". It also presents discussion of each after the war.

Portraits of women are depicted on pages 187-188. Sally Ride, member of the Challenger crew, and Pocohontas (Famous Americans - P. 77) are noted, just to mention a couple.

The Close-up on America (P. 364-365) highlights Blacks in the 1920's. Black artists, musicians, and writers are discussed.

Slight bias was found regarding women - referring to Eleanor Roosevelt's problems of being shy and very unattractive. This is a stereotype on female physical characteristics and appearance.

There may be slight bias noted on female personality stereotype where the picture shows the two women in separate cars talking and causing a "traffic jam" (page 333).

Slight under-representation of Hispanic and Asian Americans is noted in the limited number of pictures or illustrations.

The handicapped are not respresented in this textbook. They are totally omitted from text or visuals.

REVIEWER #3

The United States, Its History and Neighbors
Harcourt Brace Jovanovich. 1988

Overall the textbook provided a fair and comprehensive view of events, issues and people.

The Close-Up Features highlight women, Blacks, Hispanic Americans and Native Americans.

One of the exceptional close-up features highlighted Native Americans Today (p. 119-124). The Native American is shown in various roles such as artist, rancher, school principal, museum curator and teacher. Equal representation was also given to male/female roles.

Women are portrayed in various non-traditional roles throughout the textbook, as cartographer, archaeologist, electronic worker, to name a few.

There was some bias found regarding terminology in narrative on women's rights movement. Negative terms were used such as "forced," "demand," and "bolder."

Unequal relationship between men and women is suggested by use of phrases such as "wife of one of the defenders..."

The word "crippled" was also used in the narrative on the portrayal of President Roosevelt. A more current acceptable term to use would be "disabled."

REVIEWER #3

America Yesterday and Today
Scott, Foresman. 1988

The textbook presents a comprehensive view of history, issues and events. Cultures and minorities are represented fairly with the exception of slight under-representation of the Handicapped after the 1800's.

A slight slur was found in the use of terminology such as "Mentally Ill" and "insane".

The section on civil rights for various groups (P. 350-352) would have been an excellent area to include the rights of the handicapped.

The biography section provided an excellent representation of people including Bartolome de los Casas, Tecumseh, Emma Lazarus, Martin Luther King, Jr., and Rachel Carson.

The authors are to be commended for the positive way in which President Franklin Roosevelt was portrayed. It was noted that even though polio left him unable to walk, he traveled across the country making speeches and giving Americans a message of courage and strength. Good narration!

Another section of this textbook that is extremely valuable for students was found in the Skill Workshop Section "Recognizing Bias." The explanation for students was very well presented.

REVIEWER #3

The Western Hemisphere: Yesterday and Today
Silver Burdett and Ginn. 1988

The textbook provides many attractive photographs and makes a solid attempt to present a balanced picture of history, issues and events.

The People and Places Section gives attention to various cultures and people.

Slight bias was found in terminology used to describe Native Americans (e.g., warrior, hostile Indian.) Other negative connotations used were "raided," "wiping out," "attacked," found on page 100.

Stereotype of physical female characteristic was found on page 96, "Among the colonists sent each year were 40 young single women." The men were not described by their age.

There is an under-representation of the Handicapped in this textbook. Only one visual was noted (P. 45) showing the Special Olympics in Ottawa.

Women and their contributions are presented throughout this textbook.

REVIEWER #3

Latin America and Canada
Scott, Foresman. 1988

The textbook provided a balanced representation through visuals of various cultures, peoples, issues and events with the exception of the Handicapped which is omitted. One referral is found on page 80 "Maria's mother is also busy. She is a teacher at a school for disabled children." This is under-representation by omission.

The biography section which is highlighted in the textbook presents various cultures and peoples. Those represented are Gabriela Mistral, Miguel Jose Serra, Nellie McClung, Emiliano Zapata, and Toussaint L' Ouverture.

A bias was noted regarding the United States being a more powerful partner than Canada. The evidence used to support this statement is that economic changes in Canada seldom make headlines in the United States but Canada "remains aware of almost every move of the United States." Weak supporting evidence. This is a biased opinion.

A few slurs were also found against Native Americans (p. 457). "The few Indians who lived in the area were fierce warriors." "Fierce" is a derogatory word used in describing Native Americans. "Indians" is used as a group term instead of using the tribal identification. "Warrior" is an occupational stereotype.

Slight bias was found in the textbook referring to a married female as "his wife."

The textbook is, however, well organized and attempts to present all issues fairly.

REVIEWER #3

Latin America and Canada
D. C. Heath. 1987

The textbook, in general, presents equally all groups both in visuals and text with the exception of the Handicapped population.

The only reference in textbook made to a disability was on page 399 when Evita Peron granted favors to poor people and a "nearly blind grandmother" was given eyeglasses. This is an under-representation of the Handicapped.

Females are portrayed in various roles with no visible stereotyping. Slight bias was found in a physical characteristic stereotype referring to Gabriela Mistrala "Dressed in a black gown, the former teacher and campesina received the award at a special ceremony." It does not go on to describe the dress of the males at this special ceremony.

The textbook gave attention to family structures as found on page 192; the migrant worker and the family that stays behind, page 340; family units of the Sapa Inca; and page 359, Family life in Compi, the kinship groups.

An excellent section, Legacy of the Past, provides readers with contributions and influence of the American Indians. (P. 53)

REVIEWER #3

Latin America and Canada
Macmillan. 1987

The textbook is, generally speaking, sex fair in its treatment of women. Women are highlighted in various roles: Nellie McClung leading the struggles to gain voting rights for Canadian women, an archeologist searching for artifacts, women in El Salvador shown working on highly technical products and women refining and packaging sugarcane in the Guianas.

The authors are to be commended on their inclusion of the handicapped. Visuals were used appropriately and woven into the flow of topics: Sports in America (P. 31) portrays a wheelchair race along with the other sports. A Latin American (P. 177) is weaving on a loom and in the illustration on page 328 a wheelchair student is blended in with her classmates. It would have been even better if other handicaps could have been presented. However, this is the only book at this level read by this reviewer that presents as many visuals portraying the handicapped.

There was a slight bias found in referring to a "part-Indian wife."

This textbook needs to expand and provide a more in-depth and comprehensive view on issues, events and people.

An example on page 317 "Grenada's prime minister was killed in a coup in 1983. The United States sent in troops to restore order on the island and prevent a takeover by Communists." Only three very short paragraphs are used to present this information. Omission of adequate information is definitely in evidence on this issue.

The handicapped are not represented in this textbook.

REVIEWER #3

The World
McGraw-Hill. 1988

The textbook contains general and at times sketchy information on events and cultures of various peoples of the world.

Women were portrayed throughout the textbook in fair representation of their contributions to history and events. Eleanor of Aquitaine, Joan of Arc, and Catherine the Great were but a few.

One photo portrayed a male and female Russian Cosmonaut, Uri Gagarin and Valentina Tereshkova.

There were instances of bias in terminology used suggesting a possessive or dominant-subordinate role between married men and women: "he and his wife," "Henry's second wife," "Nicholas's wife."

An effort was made to use generic terms such as found on page 313: "A person's ethnic group has determined her or his position in society."

The Handicapped were portrayed only once in a photo. In discussing tools and trade, a wheelchair is shown as a tool.

The textbook does reflect a biased perspective regarding dress and style of clothing. "Chinese women work in the field on cooperative farms. They wear simple cotton clothes. There is little variety or style..." (P.343). The photo portrays women going to work on a farm. Their clothing is not all the same and if one were doing work on a farm here in the United States, the style of clothing would not be much different than that shown in the photo. This same bias is again presented when referring to clothing in the Soviet Union "The styles would seem out of date to Americans." All Americans? Statements such as the above reflect a slanted perspective.

A similar bias was found regarding Chinese workers. Caption under a picture reads: "This billboard glorifies Chinese workers." (P. 346) This is a severe statement and there is no supporting text to even justify the statement either on the same page or on the preceding page.

The information presented in the textbook is of such a general nature that it does not provide students with a well-rounded picture of the cultural diversity in the world. Other material would be needed to supplement this textbook.

REVIEWER #4: BIAS

The Social Studies Bias Review Checklist was used by this reviewer to examine all ten textbooks for evidences of bias. Since visuals exert a great deal of influence on students' attitudes toward these issues, textbook illustrations played a major role in the exploration of each of these categories.

A. Male/Female Issues:

For the most part, all ten textbooks were relatively fair to women. Silver Burdett and Ginn's The United States: Yesterday and Today, Laidlaw's Living in Our Country, and Harcourt Brace Jovanovich"s The United States, Its History and Neighbors presented women in various non-traditional roles in illustrations, as did Scott Foresman and Company's Latin America and Canada, which evidenced a consistent use of nonsexist language throughout the textbook. The D. C. Heath textbook, Latin America and Canada makes an excellent attempt at including women throughout history, adding a particularly interesting segment about women pirates, which appealed to this reviewer's sense of adventure, as I'm sure it would to many young people of the intended age level.

There were, however, a few minor problems. One section in the Holt, Rinehart and Winston textbook, America and Its Neighbors (p.159-60) depicts a blatantly stereotypical view of women in the discussion of their household duties versus those of the men and older boys. I wonder how these writers can be certain that no women ever chopped down a tree or no man or boy ever helped with household chores or cared for children? Otherwise, this textbook does make a good effort in including women in its historical narrative.

Silver Burdett and Ginn's The Western Hemisphere: Yesterday and Today did exhibit a few slight instances of bias, as did Macmillan's Latin America and Canada and McGraw Hill's The World. These three textbooks all had instances of women being referred to as "the wife of" someone, without mention of her name (The Western Hemisphere, (p.355); Latin America and Canada (p.110); and The World, (p.263). The Western Hemisphere has a particularly bad example of a gender and ethnic slur in its discussion of Amelia Douglass' mother. She is not mentioned by name, yet she is identified as the daughter of a Cree chief. In addition, the section entitled, "A Dull Life" on (p.121) gives the impression that women on the Canadian frontier did little of worth while the men were engaged in all sorts of interesting activities. There is a vague reference as to Amelia "somehow" learning to read and write, though it obviously never occurred to the writer that perhaps that might have been one of the "dull" activities these women and children were engaged in - education! An example of personality stereotyping occurs on page 442. Under a picture of female laboratory technicians who are obviously on break or walking to or from work, we are told, "These laboratory technicians are window-shopping in Montevido." If these were male technicians, I daresay the caption would be more realistic. One must ask, "Why not choose a picture of these women at work?" In this textbook, as in the Macmillan textbook, there is a slight under -representation of important women role-models. Though women are pictured, what is lacking is specific women with personalities and accomplishments. In The World (p.164 & 166), we are told of lords and ladies of the manor in the illustration, but no women appear. We are told in great detail about the lives of fathers and sons, but nothing of mothers and daughters in the manor.

B. Racial Issues:

On the whole, these ten textbooks appeared to treat Blacks quite fairly. In most cases, the only form of bias exhibited was in under-representation in the visuals. Silver Burdett and Ginn's The United States and their The Western Hemisphere, Harcourt Brace Jovanovich's The United States, Its History and Neighbors, and Scott Foresman's America, Yesterday and Today all do a good job of integrating the contributions of Blacks throughout the textbook. The Laidlaw textbook (p.417) fails to mention Rosa Parks by name, and contains no illustrations of Dr. Martin Luther King, Jr. though he is referred to elsewhere in the textbook. While the Holt, Rinehart and Winston textbook does make an admirable effort at integrating the contributions of Blacks into what is presented, it contains examples of stereotypical and somewhat simplistic views of Black women who worked as slaves (p. 91). Likewise, The World (p.424 and 436) contains illustrations which might be considered offensive to many Blacks.

C. Ethnic Issues:

This is probably the category in which all the textbooks could make substantial improvement. The two ethnic groups which suffer the most, in my observation, are Asian-Americans and Native Americans. Harcourt Brace Jovanovich's The United States, Its History and Neighbors includes an excellent section portraying current Native Americans with appropriate references to tribal affiliation, but the remainder of the textbooks seem to forget about them once they are placed on the reservations. There is little reference in any of those textbooks to the contributions of modern Native Americans. I wish to applaud Harcourt Brace and Jovanovich for this effort at fairness. Silver Burdett and Ginn's The United States contains a few instances of slight ethnic slurs such as referring to Native American peoples in past tense (pp.66 -75), a Eurocentric characterization of Native Americans as "friendly" or "eager and ready to fight," (p.270). This occurs also in Harcourt Brace and Jovanovich's textbook on page 98, and Scott Foresman's America, Yesterday and Today, (p.92). There is a general failure of any textbook to mention the contributions Native Americans have played in wars throughout our history. The fascination with the exotic still exists in many textbooks with the emphasis on artistic representation of Native peoples in beads, blankets and feathers (the Harcourt Brace and Jovanovich textbook is the exception). The Laidlaw textbook uses the term "eskimo" for the Inuit, which is considered a slur. The Harcourt Brace Jovanovich textbook does contain a beautiful map of Indian Culture groups on page 100, but it does not contain information about tribal confederation, or the designation of language families. Scott Foresman's America, Yesterday and Today has an excellent map of North American Indians, grouped by language family affiliation, but refers to the Inuit as "eskimo" (p.57). In Silver Burdett and Ginn's Western Hemisphere textbook, Native Americans are constantly referred to as "Indians," as if all nations could somehow be together, except for the section on page 322-324 which correctly refers to the Maya, Cuna, and Miskito by name.

Silver Burdett and Ginn's textbook The United States fails to explain why Chinese Americans were working for the railroad, making no mention of recruiting tactics by white bosses. Likewise, Laidlaw's textbook makes no mention of the contributions of Chinese Americans in the California Gold Rush, other than a sentence about their working in the mines and helping to build the railroads (p.330) which is too vague and fails to highlight the trials of this group of immigrants. Asian-Americans were under-represented in this textbook as well as the other nine. We are told in Heath's Latin America and Canada (p.132) that Vancouver had "the largest Chinese community in North America," but the only picture of a Chinese- American (p.130) shows a farm worker in a coolie hat.

Latin Americans suffer slightly from stereotypical presentations in a few of the textbooks. The Harcourt Brace and Jovanovich textbook includes the typical portrait (p.559) which reinforces the "Mexican Bandit" image, which would not be so harmful if it were balanced with other, non -stereotypical photographs. The picture on page 356 of Scott Foresman's Latin America and Canada also gives a slanted view of Managua, Nicaragua when a split-view depicting both developed and underdeveloped areas might be appropriate. While this tendency to depict the Latin American countries in a negative way was once very prevalent in textbooks, these ten have shown improvement in that area.

D. Religious Issues:

The overwhelming problem with religious issues in these textbooks occurred in the discussion of Native Americans. Almost all of the textbooks persist in the presentation of Native Americans as being immigrants from Asia, though some are more subtle than others. Macmillan's Latin America and Canada was probably the most blatant with, "Actually, even pure-blooded Indians came originally from someplace else - Asia." (p.33) This statement and others less obvious contradict most tribal religious teaching. There is a subtle attempt in statements like these to undermine the Native American's aboriginal rights in this country. If we can deny their aboriginal rights, then we somehow subconsciously justify the mistreatment of Native Americans and seizing of their land. In order to be fair, experts on Native American history should be consulted and other points of view about the origins of Native Americans should at least be acknowledged. Another common problem related to the Native Americans' religious beliefs occurs in the discussion of their customs. Religion is an extremely important factor in the lives of Native Americans (a point which Scott Foresman and Co. makes in America, Yesterday and Today). Most of the textbooks fail to acknowledge this fact when discussing such things as totem poles. Most of the books simply leave the impression that Native Americans carved them for artistic reasons. Holt, Rinehart and Winston in America and Its Neighbors, and Macmillan's Latin America and Canada point out (correctly) their religious significance.

Little mention was made of any religion other than Christianity in most textbooks. Silver Burdett and Ginn's Western Hemisphere (p.388) and McGraw Hill's The World do depict Hindus (p.314), and McGraw Hill's textbook includes a photograph of Buddhist priests (p.316), but no textbook mentions Muslim, Buddhist, or Hindu Americans. Harcourt Brace and Jovanovich discussion of the Chinese queue omits its religious significance (p.432). Omission of discussion of these varying religious beliefs is dangerous because misunderstood assumptions about these differences can and have proven to be the basis for many instances of prejudice and scapegoating in our society. The queue reference is one instance of misunderstanding. Another occurs on p.314 in McGraw Hill's The World. We see here a picture of a woman at a shrine (which is referred to as an "idol," a derogatory term). We are told, "Unlike Jews, Christians, and Muslims...the Hindus worship many gods." This is oversimplification. Actually, the Hindus believe in the one Brahma - the creator. The minor dieties are merely facets of Brahma's personality, similar to the concept of the Trinity in Christianity. Again, in the same textbook, we see an attempt to portray the Soviet Union as a godless society with references to churches that have been turned into museums (p.293). We are told, "People visit them to see works of art there today, not for religious reasons," - can the writer really make this judgment? All textbooks could benefit from more visual representation of synagogues, churches, temples, and mosques.

E. Concerns of the Handicapped:

Two textbooks, Silver Burdett and Ginn's The United States, and Macmillan's Latin America and Canada make an attempt to integrate the handicapped into mainstream activities. Since many handicapped persons are now mainstreamed into nearly all aspects of our society, it seems only fair that they should be represented in textbooks fairly. There were a few slurs and stereotypes which occurred in the textbooks. Educators should be on the lookout for these and be prepared to use the material in such a way as to counteract the damage which could occur. For example, in Silver Burdett and Ginn's The United States, (p.318) there is a reference to Taft's being "the largest person ever (300 lbs.) to become president." Such comments are insensitive and unnecessary. Laidlaw's Living in Our Country (p.371 and 383) lost an excellent opportunity to portray a great American who overcame a physical handicap (Franklin Roosevelt). There is no mention of his disability. In Holt, Rinehart and Winston's America and Its Neighbors (p.67) there is a picture of Peter Stuyvesant with a sneering expression and his wooden leg, along with the caption telling us that he has a terrible temper. This simply perpetuates the "pegleg pirate" image. Harcourt Brace and Jovanovich's The United States (p.172-173) includes the same sort of reference. One can imagine how damaging this could be to the self-image of a student missing one or more limbs. This textbook does however, include a positive photograph of Terry Fox, the Canadian hero who ran the marathon for cancer. Scott Foresman's America, Yesterday and Today (p.258) overlooks the opportunity to include information about Edison's deafness in their textbook (as do some others, as well). McGraw Hill's The World (p.144) refers to Caligula as being "insane." Again, on p.277 Ivan IV is referred to as "insane." It should be pointed out that the term more acceptable today is "mentally ill" or "mentally impaired." Over all, treatment of the handicapped was the one area in which the most improvement needs to be made.

In closing, there is one more area which needs to be addressed. In all fairness, only one textbook of the ten reviewed was designed to cover the Eastern Hemisphere of the world. The textbook is McGraw Hill's The World. Had this reviewer reviewed similar textbooks from other publishers, the following comments might have applied to those textbooks, too. In addition to the comments made above regarding this textbook, this reviewer found the section on Southeast Asia to be extremely slanted and out-of-date. Having lived in Southeast Asia for nearly five years and traveled extensively in the region, I was surprised to read that (p.329) "There is not much manufacturing in most of Southeast Asia..." This may be true, though I doubt even that, but it is certainly misleading. What about the tremendous palm oil estates in Malaysia, or Colgate-Palmolive's research and manufacturing there, or IBM's interests there, or Mattell, or Texas instruments? The list could go on for quite a while as there are over 150 manufacturing plants in the immediate vicinity of Kuala Lumpur alone.

I was further surprised to read that (p.328), "Throughout Southeast Asia, most people live in villages. A village may have from 20 people to several thousand... The village houses are usually built on supports above the ground. This protects the people from water and pests." This presents an inaccurate, stereotypical view of the region. While this may have been true 20 years ago, it is certainly not true today. While there are still villages, the Southeast Asian countries all have thriving metropolitan areas with high population densities (Bangkok, Kuala Lumpur, Jakarta, Medan, Singapore, and others). The photograph on this page gives one the impression that the thatched-roof house is what is referred to in the text. The publishers need to include some of the more common wooden village houses scattered throughout Indonesia, Malaysia, and Thailand which are raised a few feet off the ground (often for religious reasons, by the way), just as many wooden houses throughout the southern part of the United States are. These homes in Southeast Asia are more often neat, wooden-plank houses with fresh coats of paint and landscaped garden areas. One might also want to include a few high-rise apartments as these are quite common.

REVIEWER #5: BIAS

One of the primary goals of social studies education in Michigan is the development of citizenship. It is within this broad context that the task of reviewing the ten social studies textbooks was undertaken.

In general this reviewer was favorably impressed with the many fine features of the textbooks. All textbooks are well organized and the overall scope of the content was adequate. The general pedagogical goals are sound and the teaching/learning activities that were suggested were well designed and well complemented with excellent graphs, charts, illustrations, and other appropriate aids. The selection of pictures, for the most part, was adequate and most attractive. However, there were several pictures that detracted from the general goals of social studies education. The writing style is appropriate, although improvements could be made in many cases.

Although the textbooks are good, there are several serious concerns that this reviewer perceives as deficiencies that distort history and, in most cases, present a biased view. The task of reviewing for bias is difficult due to the intricate gradations, views, scope, and interpretations of the word. It is almost impossible to be bias-free because the interpretation of bias is essentially an individual's emotions, background, and view vis a vis a stimulus. Even though the difficulty of identifying and defining bias has been mentioned, the reviewing process was undertaken with the hope that the bias that could be perceived and pointed out be taken into account and considered as areas for improvement. Mention must be made that all manifestations of bias encountered were not indicated in this report. The guide that was utilized in the assessment is one that considered that if the content and analysis were so tainted so as to distort and mislead, it then became imperative to point out the same. The specific comments provided in this report are to the point and do not offer solutions or attempt to set the record straight. It is not within the scope of this report to offer solutions or answers. It is our interest to point out areas that are viewed as deficient and which require attention.

At the outset of this report, it is necessary to make clear that the textbooks were found to be pedagogically sound and, in general, very good. However, there are several areas of concern that should be considered if the social studies textbooks are going to be used for developing citizenship among young children. For the most part, this reviewer believes that the ten textbooks contain deficiencies to varying degrees in the following areas:

a) lack of depth and scope of content. Generally, the scope of the history that is presented is rather comprehensive. The deficiency in these cases is the depth of the content and, at times, the simplistic analysis of historical events. For example, the textbooks fail to provide necessary details and elaboration on:

1) the rationale for establishing reservations for Native Americans;

2) the conflict caused by the settlers in their zealous efforts to grab land from the Native Americans and Mexicans;

3) the actual historical events and facts of the Mexican War; and

4) the role of the Central Intelligence Agency (CIA) and the United States involvement in foreign countries has to be included in order to show the global nature and inter-dependence of our world.

The lack of depth and sound analysis present a distorted view of history. Moreover, the lack of content, in general, continues to present Native Americans, Mexican Americans, Chinese, Japanese, and such in a negative light. The failure to offer in-depth analysis of history is an overt and calculated form of bias.

b) omission of historical data. The omission of pertinent data distorts the historical events; as a consequence, a biased interpretation of history occurs. This slanted view contains prejudicial information against certain groups which in turn arouse negative feelings towards the groups or people involved. The major omissions are the following:

1) the contributions of Hispanics during the American Revolution and Civil War;

2) the contributions by Hispanic in the Southwest and West starting with the Coronado and De Soto expeditions;

3) descriptions of the highly developed villages and settlements of Hispanics in the Southwest and West (many textbooks leave the impression that there were no worthy settlements and villages of Mexicans and Native Americans in these areas until 1849 when

the forty-niners found gold in California);

4) the terms of the Treaty of Guadalupe Hidalgo which guaranteed Mexicans staying in the new United States territory the right to keep their land, practice their language, culture, and religion;

5) the contributions of the Hispanics during World War I, II, Korean and Vietnam Wars (no mention is made of their bravery and heroism); and,

6) the presence of the Chicano, Cubano, Puerto Rican and their impact on social issues such as Civil Rights, Bilingual/ Bicultural Education, and the political process.

These basic omissions represent a serious flaw in the textbooks because students will not receive a balanced view of the contributions and influence of the Hispanic people in our country.

c) poor selection of pictures. Many times pictures present an erroneous image of the reality of a situation. Examples of this deficiency can be found in most textbooks. In general, in the units that deal with Latin America, the most prevalent types of pictures are those that have the Indian in his native dress, Indians in religious or cultural ceremonies, Indians working in the fields or pictures that show extreme poverty. Although these pictures present an element of truth, they don't communicate a representative view of Latin America. The impression that some pictures present is devastating. Children and teachers who are not familiar with Latin America will believe that there are no white people in some countries in Latin America and that the population consists of poor Indians. Related to this same concern is the lack of pictures that present Latinos in professional jobs working and using the latest technology. It seems that there is an attempt to paint the Latin American countries as they existed in the early 1800s. The Chicano and Native American are presented in a similar fashion. Native Americans are always in their ceremonial dress, and Chicanos are either in fiestas or in the fields.

d) use of bias in language. Although the language in the textbooks attempts to be bias free, there are several books whose language is imbued with negative connotations and condescending attitudes. Most of the textbooks place an emphasis on and underline the life and economic situation of the poor Indian and Mestizo. Although there is a high percentage of people living in poverty, there is an inordinate amount of attention given to show their place in the economic structure. A balance view would include the successes and contributions of the Indian, Mestizos and white members of the middle class. In general, a person who is not familiar with Latin America would believe, after reading the textbooks, that there are no white people in Peru, Bolivia, Ecuador, Guatemala, and Mexico.

In summary, the textbooks that were reviewed were very good. Mention has been made regarding the many fine and positive features of the books. However, it is only fair to state that the deficiencies that have been pointed out detract from the quality of the textbooks. Moreover, attention should be given to the bias that has been pointed out in view of the fact that many young minds are being subjected to interpretations of historical data that may not be accurate. Furthermore, such interpretations and opinions might exert a negative influence towards certain groups and may continue to perpetuate the existing negative stereotypes of the different ethnic groups in our country.

REVIEWER #6: BIAS

The United States: Yesterday and Today
Silver Burdett and Ginn. 1988

The United States: Yesterday and Today is a well written textbook in the style and vocabulary which should appeal to the interest of the students for which it was written. The authors have skillfully presented the factual historical information of the history of the United States from 30,000 B.C. to the present. Except for a very few exceptions, the textbook is almost completely unbiased. The authors have included in realistic chronological order the contributions of women and many ethnic, racial, socioeconomic, and religious groups to the development of the United States and have skillfully woven the concept of the Native American's original population and ownership of the land in a largely unbiased manner. This ownership is the mirror in which we must see reflected the settlement of the United States by people from other continents. The authors have boldly and skillfully discussed issues, problems, and conflicts which were prevalent at various stages in the history of the exploration, settlement, and growth of the United States.

Among the textbook's unbiased strengths is the infusion of traditional and modern day contributions of women, Blacks, Hispanics, Chinese, Japanese, various Native American nations, Polish, French, Germans, Russians, and Hawaiians.

This reviewer was impressed by the unbiased, humanistic and historically sound flowing manner of the inclusion of these groups in the history of the exploration, settlement, and growth of the United States.

REVIEWER #6

Living In Our Country
Laidlaw Brothers. 1985

In my opinion the vocabulary and format of Living In Our Country was designed to appeal to the younger reader. The authors seem to overemphasize the kinds of food, clothing, and homes utilized by the people rather than their contributions to the fabric of American Society. On pages 152 and 153 are examples of the difficult language used in some parts of the textbook: "One group of early Indian farmers was called the Hohokam. These people lived where the Gila River and the Salt River meet, in present-day Arizona" and "The people who lived in the Southwest did not need many clothes...When it was cold these people wore clothes lined with rabbit fur. They also grew some cotton, which they wove into cloth for clothes."

The authors have adequately presented the factual information of exploration, settlement, and the growth of this country. The problems and conflicts were addressed in a superficial manner. The flow of information and chronology of events was, at times, uneven.

Among the strengths of the textbook are the development of the nation of immigrants, their concepts, and the celebration of various regional and ethnic festivals. The authors have adequately included information on women and minorities. References to the handicapped are limited to legislation.

REVIEWER #6

America and Its Neighbors
Holt, Rinehart and Winston

America and Its Neighbors is a superior textbook for students in grade five. The history of the exploration and settlement of the United States has been told in a fast moving style which may appeal to the interest of the intended users. The authors have skillfully integrated the contributions of women, children, and the many ethnic groups which were a part of the exploration and settlement of the United States. In addition, they have creatively utilized pictures and photographs of people and events to increase the unbiased rating of this textbook.

Among the strong points of the textbook is the development of the role women and minorities played in the growth of our country; explanations of the problems immigrants faced; problems and issues of each era; a fast moving discussion of Mexico and Canada; and the update of United States history from 1920 to the present. This reviewer was very impressed with this textbook.

REVIEWER #6

The United States, Its History and Neighbors
Harcourt Brace Jovanovich. 1988

The United States, Its History and Neighbors is a well written textbook with vocabulary and format appealing to the audience for which it is intended. When this textbook was carefully evaluated using the criteria checklist, it was found to have a fairly high bias-free rating in most areas. The strengths of this textbook lie in its excellent portrayal of the handicapped in useful occupations and in family roles and sports. The authors have skillfully infused the role of women from every socio-economic and racial grouping into its appropriate era in the history of the settlement and development of this country. The United States, Its History and Neighbors is a smooth flowing, chronologically accurate history textbook which includes the role of minorities during the development of their country. The authors have been very effective in discussing the sensitive issues of conflict and mistreatment of minority groups in many arenas. The section on Canada and Mexico is inclusive of issues and information which helps to make this a very effective textbook.

REVIEWER #6

America: Yesterday and Today
Scott, Foresman and Company. 1988

America: Yesterday and Today is a well written textbook. Its form and style is suitable for and is appealing to the students for whom it was written. The authors have presented a sensitive view of the various groups of Native Americans who inhabited this land and lost it. The authors have been sensitive to the inclusion of the contributions and concerns of women, the handicapped, and many racial and cultural groups to the exploration, settlement, and growth of the United States. Its pictorial representations of families from all racial and cultural groups, socioeconomic classes, and occupational roles enhance the unbiased nature of the textbook. The sections on Canada, Mexico, The West Indies, Central America, and South America are positive and up to date.

REVIEWER #6

The Western Hemisphere: Yesterday and Today
Silver Burdett and Ginn. 1988

Overall, this textbook has provided an excellent overview of the history of the exploration and settlement of the countries in the Western Hemisphere. The authors very skillfully included the many ethnic-cultural groups which make up the populations of these countries. Women and their contributions were infused, depicting various occupational and religious roles. This was an easy to read textbook with lots of factual information presented in a fairly unbiased format. The authors must be careful to include all of the racial ethnic groups in the "today" section of the textbook, not leaving some groups in the "yesterday" section if they still live in these countries.

REVIEWER #6

Latin America and Canada
Scott Foresman. 1988

The significance of the family and the various types of family groupings in the various cultures are well defined in this textbook. The scenarios on the students and their families portray cultures realistically.

The contributions of women are well represented. The history of the land, its resources, and people is told from the Mayan Aztecs and Inca civilizations to the recent census figures on the ethnic population breakdown. Issues ranging from illegal aliens to the quality of life in Central America and the West Indies are discussed. The explanation of how the various recent ethnic cultural groups evolved is a significant issue in Latin America and Canada. There is no pictorial representation or textbook reference to the handicapped. Latin America and Canada, when evaluated by using the CEDISS Bias Review Checklist, demonstrated a fairly high unbiased rating.

REVIEWER #6

Latin America and Canada
D.C. Heath. 1987

The textbook is fast moving, quick starting, well written and exciting textbook which chronicles the issues and events of the exploration, settlement, colonization, and growth of Latin American and Canada. The authors have discussed in a particularly non-biased fashion the civilization of the Aztecs, Mayans, and the first Americans. The role of Africans was very well developed throughout the textbook. The following statement from page 51 is an example of the authors' philosophy: "Africans were a part of almost every expedition to the Americas." The textbook has very skillfully conveyed concepts to the reader by contrast and comparison. A good example of this is the contrasting of the Rio de la Plato with the Ottawa River and the city of Ottawa with Buenos Aires.

One of the many strong points of the textbook is the vivid descriptive language used throughout the textbook. Another strong feature is the inclusion of women and minorities and many subcultures and social classes in the textbook. This reviewer found the information on the Caribbean and Guianas as well as Cuba and Haiti excellent as is the rest of the textbook. With the exception of the omission of references to the handicapped, this reviewer rates this textbook excellent on the Bias Review Checklist.

REVIEWER #6

Latin America and Canada
Macmillan Publishing Co. 1987

Latin America and Canada chronicles the history of Canada from its first people, the various groups of Native American Indians, to acid rain. The histories and diverse cultures of the countries of Latin America are unfolded from the Mayan and Aztecs to the Bay of Pigs invasion. The authors have skillfully included the contributions of women and have noted the role which religion played in the development of both the regions. The handicapped have been marginally included in sports, occupational and school roles. The authors address some of the issues and problem of eras briefly as they relate to the progress or regression of the nations. Necessary information is succinctly contained in precise informative paragraphs. The strengths of Latin America and Canada are that it does point out the cultural diversity of these countries. One weakness in the section on Canada is the underrepresentation of Blacks. Latin America and Canada, when reviewed for bias, received a good rating overall.

REVIEWER #6

The World
McGraw-Hill Book Co. 1988

Overall, the textbook made a solid attempt to present a balanced picture of the history of the world's civilization. The authors have presented in an unbiased way a chronicle of the issues and events surrounding the growth of Ancient Greece, Europe in the Middle Ages, Europe in the Renaissance, France, Germany, The United Kingdom, The Soviet Union, Oceania, Southern Asia, East Asia, Africa, and Latin America. The authors brought to life such famous persons as Eleanor of Aquitaine, Simon Bolivar, Henry VII, Peter the Great, Catherine the Great, Czar Nicholas II, Stalin, Kublai Khan, and Mao Tse-tung. The great leaders of many of the African countries remained unnamed by the authors. They did, however, bring the reader up to date on each of the world areas so that the reader is able to see the progress made by people. This progression is not as evident in the materials devoted to societies in Africa.

The authors have included definitions of the great religions of the world in a manner which is smooth flowing and comprehensive to the audience for which it was written. They have depicted various ethnic/racial groups as part of the cultures of Asia, Australia, Africa, Europe, and Latin America. The role of the female is evident. The authors have given the readers a vivid picture of the geography of each world region. The one reoccurring bias is that the authors cannot seem to get past the image of the Negro or Black as a slave and Africans as troubled.

REVIEWER #7: BIAS

In this study, fifth and sixth grade social studies textbooks were reviewed for bias. The publishing companies appeared to be consistent in their treatment of historical events. The amount of detail and interest a particular event received varied among the series. Each publishing company had its own unique focus and included articles highlighting a range of people and their contributions to society. Women and Blacks appeared to be given adequate coverage but sections on Asian Americans and Hispanics could have been further developed. The Aged and Handicapped were under- represented in most of the books. All the books included content reading and critical reading skills.

This review discusses the commonalities found among the various textbooks and the strengths and weaknesses of the ten social studies books in the area of bias. Specific instances of bias are noted in the individual textbook rating scales. As a whole, the publishing companies appeared to have produced well-written and comprehensive textbooks. For the most part, the books were sensitive to the special interest groups in the bias study.

All of the fifth grade books discussed the existence of Native Americans as the first inhabitants of America. Some of the books used the term Native American interchangeably with American Indian. The Native Americans were described as agriculturally efficient and knowledgeable. They were pictured as possessing a unique culture and valuable belief system. The clash between the Europeans and Native Americans was explained according to the differences in thought regarding land ownership. In general, the plight of the Native Americans, their mistreatment at the hands of the United States government, and conflicts with the pioneers appeared to be presented in a fair and unbiased manner. Certain textbooks accented the language, culture and contributions of the Native Americans, which contributed to the promotion of a positive attitude toward this group of Americans. In terms of picture representation, modern photographs of Native Americans were limited. The emphasis appeared to be on past visual scenes of village life. In many of the textbooks, visuals of Native Americans at work in the twentieth century were omitted.

An examination of Black Americans proved that the textbooks seemed to have adequately portrayed this group. The history of Blacks included a discussion of their presence with Columbus as sailors, their lives as indentured servants and as slaves. The assistance Blacks gave during the Revolutionary War was discussed in all but one of the books. Black resistance during the Civil War was described in all the textbooks. For the most part, it appeared that Black contributions, tribulations, and successes were adequately covered in the fifth grade textbooks. There was a representative number of pictures depicting past and present important Black people and the visuals on the living scenes were not distorted. The written text included highlights and material on the present day achievements of the Black people and their continued struggle for equality, equity and their constitutional rights.

Women were another area of interest in this review. It appeared that all the book companies discussed the role of women from the days of the pioneers and Indians, through the periods of war and up to and including modern times. The importance of particular women and women in general was presented in the textbooks through individual articles and in the written text material. The series depicted the abolitionists, suffragettes and individual contributions of minority and non-minority women. The idea that women had a significant place in shaping history was expressed in all the textbooks. The number of pictures focusing on women in non -traditional roles and in historical events was satisfactory.

Unfortunately, it seemed that Asian Americans were not treated as generously as the previously mentioned groups. The conditions the Chinese faced during the railroad expansion years and in the early days of their arrival in the United States were not always mentioned or explained in the textbooks. Most of the series skimmed over this topic. However, one of the textbooks did attempt to present the plight of the Chinese and their lack of acceptance in the early years of history in the United States.

It seemed the only references to the Japanese concerned their mistreatment in the United States during World War II by the American Government and immigration restrictions. The arrival of immigrants from Viet Nam was an area that was also limited if non-existent in most of the books. There did not appear to be any discussions on the contributions of Asian Americans in the textbooks. The number of visuals depicting present day Asian Americans was few and limited to a couple of the series. The Asian Americans seemed to be underrepresented in most of the textbooks and, therefore, a bias in the form of omission existed in this area.

Hispanics were mentioned in the colonization chapters and during the Spanish American War. Cesar Chavez was the only modern Hispanic discussed. The majority of pictures depicted past historical references. A few included modern Hispanic children and Spanish dancing. It appeared this area would benefit from a discussion of the Hispanic movement in modern times and more visuals of important Hispanic people in today's society.

The Handicapped and Aged were another area of concern in terms of bias by omission. Very few of the books discussed in detail the Handicapped and Aged struggle for rights or their concerns. Only a couple of the books mentioned the Education Handicapped Act. Very few used the preferred terminology of mentally disabled or physically disabled. Roosevelt was the only handicapped person discussed and limited recognition was given to his struggles and accomplishments in overcoming polio. Pictures of handicapped were well chosen but limited. There were a few pictures of the aged but the written text did not promote their concerns or contributions to society. It seemed this area was in need of further study and additional material in the textbooks.

The books reviewed included certain noteworthy features. Scott Foresman's photographs were realistic and comprehensive. Its treatment of the Native Americans, Asians, Mentally Disabled and Jews was positive and appeared to be more extensive than many of the other series.

Harcourt Brace Jovanovich had an interesting in-depth study on present day Native American contributions which was very well presented. The Close-Up articles were meaningfully written and well chosen. This company also discussed the assistance of the religious orders during the Revolutionary War.

Silver Burdett included questions under each of its visual captions which attempted to guide the students' thinking. Holt had a variety of photographs and included information on the Social Security Act. Laidlaw discussed the hospitals for the mentally disabled.

All of the textbooks reviewed accented reading skills. Each book included critical thinking skills and strategies that focused students' attention on reading for a purpose. Content reading skills are necessary and the publishing companies attempted to examine and feature this topic in the textbooks.

The major area of concern in all the textbooks was the under-representation of the Aged, Handicapped, Asian Americans and Hispanics. Further material in these areas appeared to be necessary. Visual representation was an area that needed development in so far as these special interest groups were concerned.

The focus of the majority of the sixth grade books dealt with Latin America and Canada: past and present. One company chose to cover ancient history and world history as its subject matter. All of the publishing companies have presented materials that were well written and offered a representative sampling of photographic material as far as the subject matter of the textbooks was concerned. It appeared that the books presented the cultures, beliefs and standards of living of different peoples in an unbiased manner. The viewpoints of the various countries seemed to be given in a non-judgmental fashion.

The textbooks addressed women's contributions and often highlighted particular women who made an impact in their country's history. There were a variety of pictures portraying women in non-traditional roles, such as, governmental positions, police officers, farmers, factory workers and in business.

Religious groups and individual church members were mentioned as having made great accomplishments in furthering a country's growth. The importance the churches played in people's lives and in shaping history in certain countries was expressed in all of the textbooks.

Family life was another area in which all the textbooks discussed the concepts and values of extended families, family members working cooperatively together and family member roles. In many instances, grandparents were included as being vital contributing members to family life. The photographs of family life were fairly well representative of various types of family life. One textbook included a photograph of a man carrying his baby on his back while he worked in the field. The positive image this picture connoted was indeed commendable.

The culture of various peoples appeared to be presented factually in these textbooks. It did appear that the series attempted to judge economic and educational systems from the viewpoint of the particular country and not from the standards of life in the United States. The differences in countries' lifestyles were discussed and the opportunity to elaborate on cultural differences and similarities was given to the teacher and students.

Highlights of the individual textbooks included Scott Foresman's "Linking Past and Present" feature. This company also included realistic and interesting photographs of women in leadership role and positions. The discussions on different cultures as seen through a child's life were very well done.

Silver Burdett portrayed the various cultures positively and presented a country's views and lifestyles realistically. Their photographs depicted the special interest groups in non -traditional roles.

Heath highlighted religious influences and women and minorities' contributions and concerns. MacMillan's visuals were representative of its subject matter and included a noteworthy discussion on different religious groups. McGraw

Hill elected to focus on different subject matter than the other textbooks, but its information was clearly written and interestingly presented.

In summary, the fifth and sixth grade social studies textbooks, although differing in style and technique, offered a range of subject matter and historical information. The textbooks appeared to be well written with a limited number of biases. Textbook companies seemed sensitive to minority and women's issues and concerns. The areas of the Handicapped and the Aged needed recognition and material concerning Asian Americans and Hispanics needed development. Omission appeared to be the greatest form of bias found in the textbooks. Hopefully this will most likely be addressed in future publications.

REVIEWER #8: BIAS

Frances FitzGerald, in America Revised, says that, "..social studies textbooks have changed and with them the country American children are growing up in. The society that was once uniform is now a patchwork of rich and poor, old and young, men and women, blacks, whites, Hispanics, and Indians" (pp.10, 11). The charge of this report was to determine how well the textbooks which were reviewed presented a multi-cultural and multi-racial world through the graphic aids--pictures, graphs, illustrations--and through their integration in the written materials in the textbooks. The different areas of the Social Studies Bias Review Checklist 1988 will be discussed in separate sections.

Male/Female

All of the textbooks reviewed were conscientious in presenting and integrating women into historical and contemporary settings. Only one textbook, America: Yesterday and Today, was lax in the presentation of women in the latter type of setting by using pictures of women in more stereotyped roles, e.g., women shoppers and two pictures of women color guard units. On page 379 there are pictures of a male teacher and a male police officer as examples of service workers. The publisher may wish to consider making the police officer a female and making similar changes throughout the textbook. The other textbooks pictured women as factory workers, archeologists, scientists, engineers, and cartographers.

In the historical setting we find familiar and unfamiliar female faces. Familiar is used here to denote those women who have previously been included in social studies textbooks. Among the familiar women are Elizabeth Blackwell, Jane Addams, Molly Pitcher, Sojourner Truth, Eleanor Roosevelt, Clara Barton, Dorothea Dix, Emma Lazarus, and Rachel Carson. The less familiar women include Phyllis Wheatley, Sandra Day O'Connor, Sally Ride, Mercy Warren, Lydia Darragh, Mary Goddard, Mother Beckerdyke, Wilma Mankiller, Agnes MacPhail, Sor Juana Ines de la Cruz (found in Western Hempisphere: Yesterday and Today, Heath Social Studies: Latin America and Canada, and Macmillan's Latin America and Canada), Ruth Benedict, Gabriela Mistral (located in
Scott Foresman's and Heath's textbooks on Latin America and Canada), Nellie McClung (found in Scott Foresman's and MacMillan's textbooks on Latin America and Canada), Dona Domingues, and Eleanor of Aquitaine. It would appear that some women, such as Sor Juana Ines de la Cruz, Gabriela Mistral and Nellie McClung, may soon be joining the more familiar category.

All in all, publishers appear to have made strides in integrating the role of women into history and contemporary life.

Racial

Blacks fare better in some textbooks than in others. They are severely underrepresented in textbooks about Latin America and Canada and in Western Hemisphere: Yesterday and Today. These are primarily geography textbooks, and omissions occur mainly in the study of Canada. Are there no black Canadians? Blacks seem to be appropriately represented in the other textbooks which have a more historical bent. As with women, publishers are including less familiar black historical figures such as Estevanico, James Beckwourth, Ira Aldridge, Hiram Revels, Peter Salem, James Armestead, Olaudah Equiano, Benjamin Bannaker, and Benjamin Davis, as well as more familiar names such as the Rev. Martin Luther King, Jr., George Washington Carver, and Jesse Owen. For the most part, black representation is integrated throughout the textbooks rather than inserted as token acquiescence.

With the exception of the textbook published by McGraw, Asian Americans were severely underrepresented in the textbooks reviewed. America and Its Neighbors reflects underrepresentation because it contained four pictures of Asian Americans and one picture of an Asian Canadian within a context of relatively few pictures of contemporary life. This dearth of contemporary pictures was also true of the textbook published by MacMillan.

The cover of Laidlaw's textbook is misleading because, although Asian Americans are the only group shown, the textbook itself contains only one picture of Asian Americans and a repetition of the cover picture. Sections on Canada are particularly remiss in presenting Asian Canadians in many of the textbooks such as Silver Burdett and Ginn's The United States: Yesterday and Today and in textbooks on Latin America and Canada published by Scott Foresman, D. C. Heath, and MacMillan. Other textbooks pay token recognition to Asian Americans by including a few pictures and profiles such as those of Connie Chung and Daniel Inouye in Silver Burdett and Ginn's The United States: Yesterday and Today.

Ethnic

Native Americans and Hispanics were included in this category. Both groups will be discussed as presented in Silver Burdett and Ginn's The United States: Yesterday and Today and Harcourt Brace Jovanovich's The United States, Its History and Neighbors, at first, and then each group will be considered separately.

McGraw's textbook was the only one which represented both groups well because of the very comprehensive nature of the textbook. The Harcourt textbook, probably because it had an American Indian consultant, contains an extensive section on the history of Native Americans and a section profiling partioular Native Americans today. It also included a painting by Jerome Tiger, an artist of Cherokee descent.

In none of these textbooks are the Canadian Indians referred to by any nation name other than the generic term "Indians," which is regarded as a slur. One minority group, the Metis of French and Indian extraction, are referred to specifically in D. C. Heath's textbook. Needless to say, the Inuit are represented far better in contemporary settings than other Canadian Indians. There were either no pictures or one picture of Canadian Indians, while the Inuit were represented by four pictures in Western Hemisphere: Yesterday and Today, three pictures in Scott Foresman's textbook Latin America and Canada, but practically ignored in the others.

Native Americans are severely underrepresented when depicting their roles in modern life. No pictures were found in United States history textbooks published by Silver Burdett and Ginn and Holt; Laidlaw's textbook included two pictures, and the textbook entitled America: Yesterday and Today contributed one picture and a profile on Wilma Mankiller. The caption under the picture of Tecumseh in The United States: Yesterday and Today makes no reference to his nation which may be considered a slur.

For as large a group as Hispanic Americans are, they are given little better than token acknowledgment in the textbooks that deal with the United States. The Holt textbook includes four pictures of Hispanic Americans in contemporary settings and a profile of Rosario Castellanos, and the textbook published by Harcourt, Brace Jovanovich has three pictures and two pages of written materials entitled "Hispanic Americans." The other textbooks either get by with few pictures or a profile such as the one on Bill Melendez in the Holt textbook. There is a token picture of a Hispanic woman on page 2 in Silver Burdett and Ginn's textbook entitled Western Hemisphere: Yesterday and Today in the section on Canada.

Religion

The section on religious bias will be brief because a more in-depth analysis will be included elsewhere as part of the total review of these textbooks.

General findings are that religion is not seriously represented in these textbooks. The textbook published by McGraw did a better job than the others of integrating religion given its historical framework. The Catholic religion was probably the best represented because of its importance in Latin America and the role of the missions in settling California. Pictures showing the Catholic influence in Latin America were found in textbooks published by Silver Burdett and Ginn and Scott Foresman on Latin America and Canada, and pictures of Father Juniper Serra, Father Hidalgo, and Sor Juana Ines de Cruz were included in textbooks about Latin America and Canada published by Scott Foresman and D. C. Heath.

Handicapped

When publishers include pictures of handicappers, it is usually someone in a wheelchair. Three of the textbooks reviewed, one published by Holt and the other two about Latin America and Canada published by Scott Foresman and D. C. Heath, did not include them at all; of the sixteen pictures of handicappers in the remaining textbooks, eleven were of people in wheelchairs. The others included hearing impaired students from Gallaudet College, two pictures of participants in the Special Olympics, a person using a cane, and Terry Fox, who had lost a leg to cancer.

All of the textbooks received a "severe" rating for underrepresenting handicappers except for Silver Burdett and Ginn's textbook on The United States: Yesterday and Today and MacMillan's textbook, which had four and three pictures, respectively. It was taken into consideration that MacMillan's textbook used relatively few contemporary pictures throughout the textbook.

Aged

Considering that our population is getting older, it is amazing how few pictures of older persons are found in the social studies textbooks. All of the books were rated as severely underrepresenting this group, the range being from zero, Holt's and Scott Foresman's textbooks on United States history, to four pictures per book to be found in the textbook published by Harcourt Brace Jovanovich.

Conclusion

The bias in these textbooks seems to be made up of sins of omission rather than commission. Publishers have become too sophisticated to be guilty of blatant bias such as slurs or stereotyping. The problem with these books is in underrepresenting most groups, especially in depicting how these groups are integrated into present- day living.

Apparently the publishers have decided to bite off a little at a time and only concentrate on certain groups. For the most part these groups are women and Blacks. The roles each group played throughout history are woven into the textbook, but women are still better represented in contemporary settings in nonstereotypic roles. However, a great deal of progress has been made since only token sections on women and Blacks prevailed in social studies textbooks.

Only one book of those reviewed makes an effort to present contemporary Native Americans. The other books seem to forget them once they had been settled on reservations and ceased to be presented as the colorful people we associated with the old western movies. The books on Canada largely ignore them. One book did portray the Inuit as integrated members of Canadian society.

Hispanic Americans still appear to be at the token stage of representation. The number of pictures of Hispanic Americans does not come close to adequately portraying their position in our culture. Asian Americans and Asian Canadians are also inadequately represented in the textbooks. The same can be said of persons with handicaps, religious groups, and the aged, although the number of pictures of people with handicaps found in some of the books was encouraging.

The obvious message to the publishers is to make a serious effort to depict a multi-racial, multi-cultural world in a nonstereotypic and integrated manner. A beginning has been made; the process that has worked for women should be responsibly applied to the other groups which make up the American culture. The one type of slur mentioned in the report, referring to Canadian Indians by the generic term, "Indians," can be easily remedied. A focused, proactive policy and a commitment to that policy is needed by all publishers who want to present an honest picture of who we are.

SUMMARY OF FINDINGS

Fifth-Grade Textbooks

On the whole the textbooks treat positively the several groups considered in this study of bias, educational soundness and readability. The reviewers consider that, for the most part, slurs and stereotypes are virtually absent, although some underrepresentation persists.

Women and Blacks are given the most attention in these fifth grade social studies textbooks, perhaps because their protests against negative treatment have brought widespread acceptance for positive treatment.

Blacks are clearly present from the earliest days of our country; have been denied human dignity and opportunity; have, nonetheless, made worthwhile contributions to society; and participate in society in a wider variety of increasingly influential roles. Facts to support these ideas are offered in every textbook.

Women also have shaped the fabric of our history from the first settlements to the present. Their roles, students will read, have changed according to where and when they have lived.

Sexist and racist language occurs only rarely. Stereotypes are avoided by mentioning Blacks and women in a range of occupations, in various sorts of families, in political office or whatever. So determined are many textbook writers to include these two groups that notice is at times almost dragged in: slaves and women pioneers on the Great Plains worked hard, for example, although other hard workers of other times and places go unnoticed.

Much is written about Native Americans in all of these textbooks. Cultures of the peoples of several regions on the North American continent are differentiated and described respectfully. Textbooks give accounts of clashes between Native Americans and white settlers and of government policies, broken treaties, and reservations. Native Americans of years past are presented as human beings, sometimes victims and sometimes heroes and heroines beset. Their present efforts to obtain their rights and to improve their conditions are at least cited in most of these textbooks. Unfortunately only one textbook offers anything close to a rounded out picture of Native American peoples today. More can be done.

In the accounts of these textbooks, with perhaps one exception, the first European settlements are properly located in the Southwest and with due recognition of previous and concurrent Native American settlement. The continued presence of Mexican Hispanics in that area is recounted one way or another. The Mexican War is invariably included; to oversimplify a little, this war "comes," "happens," as do several other wars according to these textbooks. A variety of contributions, usually to popular culture and most frequently by Mexican Hispanics, are mentioned by one textbook or another, as are protests and civil rights efforts. Cubans, Puerto Ricans, and others are given less attention than Hispanics of Mexican origin. Reviewers believe that although Hispanic people are clearly present in these textbooks, their present roles, or even historic roles, ought to be made more distinct.

Japanese and Chinese people are included, given about as much consideration, perhaps a little more, as any one European ethnic group, Germans, for example. The Chinese railroad builders are there. The relocation of those of Japanese origin during World War II and their records in the armed forces are discussed. Some Vietnamese and Filipinos are noticed only briefly, if at all. Even though the numbers of Japanese and Chinese and others from Asia are comparatively small, most reviewers felt that Asians were underrepresented.

That this country is a nation of immigrants is a well-developed idea in all of the textbooks. All but one show the people of the Thirteen Colonies as differing in national origin, religion, and race. All discuss the influx of people first from northwestern Europe and later from eastern and southern Europe. Less attention goes to those who settle on farms than on those who found work in cities. These latter people, students are told, had hard lives. Almost all of these immigrant peoples usually disappear in most of these textbook pages a generation or two after their arrival. Even though their descendants live on in some chapters focusing on geographic regions, the extent to which these descendants have improved their life positions, have retained their identities or merged into some mainstream, and under what circumstances or by what efforts is not systematically portrayed.

All of the most numerous immigrant groups are mentioned, directly or indirectly. Virtually ignored are those from the Middle East, including Eastern Europe, for instance the Armenians, whether they arrived recently or sixty or more years back.

These textbooks do not make explicit mention of changes in the kinds of immigrants coming now, the "new immigrants," except insofar as particular groups such as Vietnamese refugees and Cubans are considered.

The treatment of religious groups is markedly different from the treatment of almost all other kinds of groups considered in this bias review. It is not that such groups are the subjects of slurs and stereotyping. Members of religious groups, when they are discussed, are discussed with objectivity and the respect due their contributions. However, religious groups are rarely noticed once missionaries and early settlers have been considered. One textbook does contain a pie chart of present religious affiliations, including Muslims, Buddhists, and others; all textbooks point to Hitler's persecution of Jews; and every textbook has a few miscellaneous mentions here and there. The religious affiliations of Canadians and Mexicans are identified in the chapters focused on these two countries.

Of course, religious affiliations are closely related to the ethnic and racial affiliations, recognized throughout these textbooks. Religion is an awkward matter in many communities, one difficult perhaps for fifth graders to discuss. Textbooks handle the matter by omitting the religious groups of the present and recent past.

Reviewers considered the textbooks' treatment of the handicapped inadequate. Often these textbooks do include pictures of present-day handicapped people participating in one activity or another. Occasionally outstanding persons with handicaps are noticed. One textbook cites recent laws expanding opportunities for the handicapped, while two others recognize efforts in the 1830's to help the mentally ill. However, occasional improprieties in language do occur and recognition of the handicapped is sporadic.

In all of the textbooks pictures have been used effectively and respectfully to support the idea of variety, along with commonality, among American people.

Although some fifth grade textbooks are more effective in one way than another, they all recognize explicitly that the people of this country have been and continue to be of many sorts.

Nevertheless, it is tempting to look for information not included. Immigrants who can be counted in small numbers are scarcely mentioned: Haitians, for example, Portuguese, and Koreans. It may matter to schools in Michigan that people from the Middle East, proportionately few in the total American population, are so little described. Immigrants who move readily into the mainstream are almost ignored; Canadians of British origin, for example.

Moreover, teachers, the public, and reviewers recall many more points of fact about the several groups who are included than any textbook does - or can - include. It is easy to expect to find these familiar facts in the textbooks. To meet these expectations most, though not all, of these textbooks are led to select a good many individuals largely because they represent a chosen group; the outcome is some usually mild distortion of history. Sandra Day O'Connor is an illustration; she is given special attention in four of these five textbooks (and notice only as one member of the Court in the fifth), although she has not yet achieved the influence of John Marshall, who is omitted in all five. Moreover, every kind of group can not be well described without reducing the treatment of other aspects of history quite as significant as our pluralistic character and, indeed, without leaving the impression that the history of this country is the history of little more that a collection of ethnic groups.

"Lots and lots" of facts do not raise the quality of textbooks. When the burden on memory is heavy, students tune out. Of course, a decent number of facts are necessary. They ought to be used in the lessons which aim to develop skills. They ought to be used in understanding the ethical aspects of multicultural issues. Facts ought to be ordered in such fashion as to promote the development of ideas and, in turn, a coherent theme, the meaning of pluralism in American society. Although all of these textbooks include racial, ethnic, and in a limited way religious groups, and men and women, only one - or perhaps two or three - seems to weave them into a coherent theme. People in schools ought not to expect "all the facts" in a textbook for ten-year-olds, but, instead, a careful selection, that is, depth, for developing values and understanding.

Although content and scholarship are obviously related to bias, they are not identical. A few final comments follow here about scholarship.

These textbooks, on the whole, achieve a considerable balance among political, geographic, economic, and social aspects of history and present regions, although social aspects including religion are somewhat weak in some textbooks. While some are stronger, even far stronger, than others, all reflect contemporary knowledge. While they all treat fairly what could be controversial, most do so by smoothing matters over. Coverage, depth, and oversimplification have to be reconciled; some textbooks do so more competently than others; some cover too much. Handling global perspectives is still a difficulty. All in all, these are textbooks which can be the basic framework of the conventional middle grades curriculum.

Sixth Grade Textbooks

Somewhat similar statements about bias can be made for sixth grade textbooks and fifth grade chapters on Canada, Mexico and/or Latin America, and, in one case, the world. The fifth grade chapters cover history, physical geography, government, the economy, ethnic and racial groups, and aspects of everyday life. Obviously sixth grade textbooks are the more extensive; they cover the Western Hemisphere or, to repeat, in one case the world. Particulars of bias, slurs, stereotypes, and erroneous representation of groups, in textbooks about the Western Hemisphere or other areas of the world look somewhat different from particulars in bias in the United States.

Reviewers considered that, in general, textbooks view other countries in the Western Hemisphere with considerable objectivity. Their relations with the United States are frequently mentioned, especially when relations are close as in the case of Canada and Mexico; for the most part, these relations are not described from the standpoint of the welfare of the United States alone. Any such judgment is difficult since these textbooks cover many topics and many countries. Fifth and sixth graders can not yet manage complex and abstract ideas and problems. Ordinarily, although with here-and-there exceptions, these textbooks try to avoid what may be controversial.

The treatment of the people of Canada and Latin America is generally respectful. Women are clearly present in both history and current societies and in such roles as they do and may have. A wider variety of roles can be and are shown for some countries such as Canada than for others. The role of the Catholic Church is recognized, although other religious affiliations are less clearly treated. Ethnic and racial groups in these countries are included; for the largest countries, pictures identify these groups. The smallest minorities in the countries are not usually given much notice: Asians in Brazil, for example, and Blacks in Canada. Occasional improper language does occur.

Pictures and paragraphs in these textbooks show the variety of farms, factories, significant buildings including skyscrapers and churches, festivals and sports, markets, schools, houses of all sorts, families, and more, of what is characteristic.

The handicapped go almost unnoticed except for pictures of students like those who may be studying these textbooks, some of whom are handicapped. Such a device for including the handicapped deserves even wider use.

That many, but not all, people in Latin America are poor is made plain; attention has been given to a balance between what is factually correct about poverty in these countries and what promotes acceptance by the students who read these textbooks. (One reviewer disagrees.)

On the whole, these textbooks make it clear that Canadians want to be Canadians.

The one textbook which focuses on the world has obviously vast quantities of material to cover, so much that no time period nor area can be considered much more than sketchily. Although the textbook emphasizes both the history and the present of Western countries, it does not promote their superiority over those of other regions of the earth. Africa and Asia are not treated merely as "former colonies." Women appear along with men, as do the many ethnic and racial groups of the world and the major religious of the world.

On criteria for readability and educational soundness these textbooks showed considerable variation, one from another and even within a single textbook.

All have given serious attention to linguistic factors, although most make demands appropriate for levels higher than their intended grade levels. These textbooks generally have conceptual levels appropriate for their grade levels, although demands are sometimes too heavy; the quantity to be comprehended in some of these textbooks is too large. All have tried to be well-organized and attractive. Every textbook begins with a section on concepts and skills in physical geography, only one is written in an effort to appeal to students. All of the textbooks had at least some strong learning aids; some gave good help to understanding and thought.

Reviewers have made it clear that there is no wholly satisfactory textbook for all schools and all students. Classrooms will always need a rich variety of instructional materials which complement their textbooks. Teachers and schools must recognize the strengths and weaknesses of textbooks and then select those most appropriate for their own students.

These textbooks - all with very recent publication dates - have made serious efforts with reasonable success to include racial, ethnic, and in a limited way religious groups, men and women, and to portray the pluralistic character of American society. There is more yet to be done. However, while schools must continue to hold bias as one criterion in evaluating textbooks, schools need not settle for a badly biased textbook.

SUMMARY OF RECOMMENDATIONS

Publishers

It is suggested that all publishers of social studies materials review the findings of this study and use them in making appropriate modifications as they prepare textbook materials.

Local School District Administrators, Curriculum Directors, Curriculum Committees, and Teachers

It is suggested that people in local school districts who are responsible for selecting and evaluating social studies instructional materials should

- study this report and consider the findings as they proceed to evaluate and select social studies instructional materials for their schools.

- set up, or maintain, and use procedures for selecting and evaluating social studies materials to determine the degree to which they

    - accurately and positively portray our pluralistic society.
    - are educationally sound and reflect a high quality of scholarship
    - are suitable in readability for the age and grade levels in which they are to be used
    - foster a global perspective

- participate in periodic and timely inservice education workshops which focus on selecting and evaluating instructional materials for bias and compensating for deficiencies.

Michigan State Department of Education

It is suggested that the State Board of Education

- continue to conduct social studies textbook studies on a biennial basis and to distribute these reports of findings and recommendations to all school superintendents and others who can make use of them.

- conduct periodic and timely inservice

education workshops which focus on selecting and evaluating instructional materials for bias and on learning how to compensate for deficiencies. Such workshops should be open to administrators, curriculum directors, and teachers.

SUMMARY OF RECOMMENDATIONS FOR ACTION
(Fifth Grade Books)

Reviewer	Category	The United States: Yesterday and Today Silver Burdett and Ginn, Inc.	Living in Our Country Laidlaw Brothers Publishers	America and Its Neighbors Holt, Rinehart and Winston, Publishers	The United States, Its History and Neighbors Harcourt Brace Jovanovich	America: Yesterday and Today Scott Foresman and Co.
#1	Scholarship/ Religion	3	3	3	2	2
#2	Educational Soundness/Reading	3	1	1	3	3
#3	Bias**	3	3	3	3	3
#4	Bias	3	4	3	3	3
#5	Bias	3	3	3	3	3
#6	Bias	3	4	1	1	1
#7	Bias	2	1	2	2	1
#8	Bias	3	3	3	3	3
	Averages*	2.9	2.8	2.4	2.5	2.4

*Low averages represents more favorable rating.

RECOMMENDATIONS:
1. Use as is. *
2. Use with minor modifications.
3. Use the materials in ways which will counteract with bias/ other deficiencies.
4. Redevelop the materials.
5. Do not use materials.

*It is understood that most materials need to be modified to meet needs of particular classroom situations, i.e., developmental levels of students in groups.

**A biasing element is any aspect of language content which might be reasonably assumed to reinforce a prejudice or sterotype against a group of people, or values contrary to current nations of equality and equity.

SUMMARY OF RECOMMENDATIONS FOR ACTION
(Sixth Grade Books)

Reviewer	Category	Western Hemisphere: Yesterday and Today Silver Burdett and Ginn	Latin America and Canada Scott Foresman and Co.	Heath Social Studies: Latin America and Canada D. C. Heath	Latin America and Canada Macmillan Publishing Co.	The World McGraw Hill Book Co.
#1	Scholarship/ Religion	1	3	1	1	3
#2	Educational Soundness/Reading	3	3	3	3	3
#3	Bias**	3	3	3	3	4
#4	Bias	3	3	3	3	3
#5	Bias	3	1	1	1	3
#6	Bias	3	4	1	1	1
#7	Bias	1	1	1	2	1
#8	Bias	3	3	3	3	3
	Averages*	2.4	2.4	2.2	2.2	2.9

*Low averages represents more favorable rating.

RECOMMENDATIONS:

1. Use as is. *
2. Use with minor modifications.
3. Use the materials in ways which will counteract with bias/ other deficiencies.
4. Redevelop the materials.
5. Do not use materials.

*It is understood that most materials need to be modified to meet needs of particular classroom situations, i.e., developmental levels of students in groups.

**A biasing element is any aspect of language content which might be reasonably assumed to reinforce a prejudice or sterotype against a group of people, or values contrary to current nations of equality and equity.

APPENDICES

Pages

A. Social Studies Bias Review Criteria Checklist 1988 85

B. Educational Soundness/Readability Textbook Analysis Criteria Checklist 87

C. Social Studies Scholarship and Religion: Criteria Checklist 91

D. Fifth and Sixth Grade Social Studies Textbooks Reviewed (1988) 93

E. List of Reviewers for Fifth and Sixth Grade Social Studies Textbooks Study (1988) 95

F. Education Codes and State Board of Education Recommendations 97

G. Textbook Evaluation Form 101

H. Committee for Evaluation and Selection of Textbooks 103

Appendix A

SOCIAL STUDIES BIAS REVIEW CHECKLIST 1988

Title ______________________________ Reviewed by ______________________________

Publisher ______________________________ Copyright ______________________________

PART I REVIEW

	1.SLUR	**2.STEREOTYPES**					**3.ERRON. GROUP REP.**	
		A.OCCUPATIONAL ROLE	B.FAMILY SCHOOL ROLE	C.PERSONALITY TRAITS	D.PHYSIC. CHARACT./ APPEAR.	E.OTHER	A.UNDER. REPRESENTATION	B.SEGREGATION
A. MALE/FEMALE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
B. RACIAL	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
C. ETHNIC	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
D. RELIGIOUS	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
E. HANDICAPPED	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE
F. OTHER	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE	SLIGHT SEVERE NONE

EVALUATIVE CRITERIA CHECKLIST
Educational Soundness/Readability

Title ____________________

Reviewer # ________

Publisher____________________

Copyright ____________________

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects comtemporary research				
- The presentations are historically accurate				
- The textbook is up-to-date				
- The textbook treats controversial issues fairly				
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

TEXTBOOK ANALYSIS

	Evident Throughout	Somewhat Evident	Not Evident		COMMENTS
4.0	WRITING STYLE				
4.1	______	______	______	Ideas are expresed clearly and directly	______
4.2	______	______	______	Word choice is appropriate	______
4.3	______	______	______	Tone and manner of expression are appealing to intended readers	______
4.4	______	______	______	Mechanics are correct	______
5.0	LEARNING AIDS				
5.1	______	______	______	Questions/tasks appropriate to conceptual development of intendent age/grade level(s)	______
5.2	______	______	______	Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem-solving	______
5.3	______	______	______	Questions/tasks can be used as reading guides	______
5.4	______	______	______	Suitable supplementary readings suggested	______
6.0	TEACHING AIDS				
6.1	______	______	______	Clear, convenient to use	______
6.2	______	______	______	Helpful ideas for conceptual development	______
6.3	______	______	______	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	______
6.4	______	______	______	Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	______
6.5	______	______	______	Supplementary aids available	______

SOCIAL STUDIES SCHOLARSHIP AND RELIGION CRITERIA CHECKLIST

Textbooks were rated as "Evident Throughout," "Often Evident," "Somewhat Evident," or "Scarcely Evident."

1.0 Selection of Content

1.1 This textbook has content ordinarily considered useful for citizenship.

1.2 The presentations are balanced among political, economic, social, and geographic aspects of history.

1.3 Content draws upon social sciences, humanities, and related fields as well as history.

1.4 The textbooks reflects contemporary research in the disciplines.

1.5 The textbook recognizes democratic values and ethical issues

1.6 The textbook shows how knowledge is developed and includes some help in methods of inquiry.

2.0 Characteristics of Content

2.1 The facts are accurate, up-to-date, not presented in misleading ways.

2.2 Controversial issues are treated fairly. More than one perspective is presented when appropriate.

2.3 Facts are related to major ideas.

2.4 The textbook avoids coverage at the expense of depth.

2.5 The textbook avoids oversimplification of complex matters.

2.6 Global perspectives are properly included.

COMMENTS.

Appendix D

FIFTH AND SIXTH GRADE SOCIAL STUDITES TEXTBOOKS REVIEWED (1988)

Book **FIFTH GRADE**:

1 The United States: Yesterday and Today
Silver Burdett and Ginn, Inc., 1988.

2 Living in Our Country
Laidlaw Brothers Publishers, 1985.

3 America and Its Neighbors
Holt, Rinehart and Winston, Publishers, 1986.

4 The United States, Its History and Neighbors
Harcourt Brace Jovanovich, Inc., 1988.

5 America: Yesterday and Today
Scott Foresman and Co., 1988.

SIXTH GRADE:

6 Western Hemisphere: Yesterday and Today
Silver Burdett and Ginn, Inc., 1988.

7 Latin America and Canada
Scott Foresman and Co., 1988.

8 Heath Social Studies: Latin America and Canada
D. C. Heath, 1987.

9 Latin America and Canada
Macmillan Publishing Co., 1987.

10 The World
McGraw Hill Book Company, 1988.

APPENDIX E

LIST OF REVIEWERS FOR FIFTH AND SIXTH GRADE SOCIAL STUDIES TEXTBOOK STUDY (1988)

1.	Professor Jean Fair, Senior researcher/ Editor-in-Chief Professor Emeritus, Wayne State University	Scholarship/Role of Religion
2.	Professor Lois A. Bader, Senior researcher/Editor College of Education Michigan State University	Educational Soundness/ Readibility
3.	Maryann B. Jones Consultant in Special Education Lansing Public Schools	Bias
4.	Sharon Ann (Downes) Lee Doctorial student Michigan State University	Bias
5.	Professor Reynaldo Ruiz, Department of Foreign Languages Eastern Michigan University	Bias
6.	Mattie Odessa Smith Ypsilanti Public Schools	Bias
7.	Mary Louise Wyniemko, Ph.D. Lansing Public Schools	Bias
8.	Barbara A. Zynda, Ph.D. East Lansing Public Schools	Bias

APPENDIX F

EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

The School Code of 1976

380.1166 CONSTITUTION AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Section 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States. In the constitution of.Michigan, and the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stree the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Section 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as part of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Section 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multi -racial, and multi-ethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES; CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Section 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K-12 in every public or nonpublic school. The guidelines shall include:

(a) History and heritage of ethnic, religious , and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious, and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

STATE BOARD RECOMMENDATIONS

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) Better Education for Citizens: A Blueprint for Action (The Michigan State Board of Education Plan)

2) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

3) The Common Goals of Michigan Education (1979)

4) Essential Goals and Objectives for Social Studies Education in Michigan K-12 (1987)

5) Guidelines for Global Education (1977)

6) Michigan K-12 Program Standards of Quality (1987)

7) Multicultural Education: Suggested Classroom Activities (1983)

8) A Position Statement and Resource Guide on: Involvement of Parents and Other Citizens in the Educational System (1983)

9) Defining Social Studies Education in Michigan (K-12)

10) Curriculum Review Handbook for Social Studies Education in Michigan (K-12)

APPENDIX G

TEXTBOOK EVALUATION FORM

TITLE OF BOOK ______________________________

PUBLISHER ______________________________

1 = Excellent 2 = Good 3 = Fair 4 = Poor

Criteria	Rating	Comments
1. The vocabulary is clear, concise, and appropriate.	1 2 3 4	
2. The style of writing is appealing and the information is presented in an interesting manner.	1 2 3 4	
3. Concepts are adequately and throughly developed for understanding.	1 2 3 4	
4. A number of different examples of concepts, especially abstract concepts, are presented to help students learn.	1 2 3 4	
5. There is enough reinforcement material for each concept.	1 2 3 4	
6. The presentaion on the page is inviting, meaningful, and readable.	1 2 3 4	
7. There is consistency between this book and the school district curriculum guidelines.	1 2 3 4	

Criteria	Rating	Comments
8. There are attempts to accomodate different types of learners.	1 2 3 4	
9. There is consideration for the worth and dignity of all people (regardless of nationality, sex, race, religion, etc.) in the text, illustrations, and supplementary materials.	1 2 3 4	
10. The textbook provides opportunities for inquiry and creativity.	1 2 3 4	
11. The information is up-to-date and accurate.	1 2 3 4	
12. The teachers' edition provides adequate background information and a great variety of supplementary activities.	1 2 3 4	
13. The textbook is sturdy, easy to handle, and reasonably priced.	1 2 3 4	

APPENDIX H

COMMITTEE FOR EVALUATION AND SELECTION OF TEXTBOOKS

In Michigan, the evaluation and selection of social studies textbooks and other instructional materials is a local rather than a state responsibility. A committee to accomplish this important task should be and must be selected by the local school district to meet on a continuing and regular basis to study curriculum, textbooks, and other instructional materials. This committee can be organized at both the district level and the individual school level.

I. Membership of the Committee: The Committee should include the active involvement of

   A. teachers. Every teacher should be acquainted with evaluative skills, and every teacher should have the opportunity to serve on this committee by choice and/or appointment.

   B. students.

   C. administrators.

   D. curriculum development, learning theory, and subject matter specialists.

   E. community members.

II. Schedule for Committee Meetings: The Committee should meet regularly, even when the budget does not allow for new or revised selections.

III. Responsibilities of the Committee:

   A. To develop/select a criteria for evaluating textbooks and other instructional materials.

      1. To focus on a philosophical basis consitent with social studies goals.
      2. To focus on basic American democratic values emphasizing the worth and dignity of humankind; the cultural diversity of our planet earth; and the just, fair, and balanced treatment of all cultural groups.

   B. To become familiar with the school philosophy, curriculum, and social studies program.

C. To become familiar with characteristics of the students and the academic background of the teachers in the school community.

D. To become familiar with the socio-economic environment of the school community.

E. To collect and analyze information about student needs, interests, and abilities.

F. To communicate present findings and recommendations

   1. to faculty, staff, and other concerned persons.
   2. to publishers, writers, and educators.

This document was prepared by:

THE MICHIGAN DEPARTMENT OF EDUCATION

Teressa V. Staten, Ph.D.
Associate Superintendent
Bureau of Educational Services

Anne Hansen, Ph.D.
Director
School Program Services

Sharif Shankrani, Ph.D.
Supervisor
Instructional Specialists Program

John M. Chapman, Ph.D.
Social Studies and International Education Specialist

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.